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ABSTRACT

This report presents findings from the Santa Clara County (California) survey of Drug, Alcohol, and Tobacco Use among Students in Grades 5, 7, 9, and 11 administered during the spring of 1991 to 5,180 students in 51 randomly selected county schools. An executive summary discusses sampling error, sample demographics, and findings on drug use prevalence. The main text of the report contains sections on the background of the project, the methodology used, and results and conclusions. Results show that reported alcohol and marijuana use levels were lower than those found in the most recent state survey for grades included in both surveys (grades 7, 9, and 11). For other illegal drug use, the findings discussed show that the Santa Clara sample's reported use was slightly higher that the state's reported use; state rates were higher for grades 9 and 11. No county-state comparisons regarding tobacco use were possible. For grades 7, 9, and 11, strong relationships are noted among some environmental risk factor scales and drug use within the three main categories of tobacco, alcohol, and marijuana. Seventy-three tables, 27 figures, and references are included. Information on reliability and validity and on sampling error estimation methods are contained in a technical appendix. Survey forms and instruments, letters, pilot materials, administration instructions, scale definitions, and a list of participants are appended. (NB)

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Report to the Santa Clara County Office of Education and the
Comprehensive Alcohol, Drug, and Tobacco Prevention Education
Local Coordinating Committee

Santa Clara County Survey of Drug, Alcohol, and Tobacco Use Among Students in Grades 5, 7, 9, and 11

October, 1991

BEST COPY AVAILABLE

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CG023867

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TABLE OF CONTENTS

I. EXECUTIVE SUMMARY 1

II. BACKGROUND

Biennial California Survey of Student Drug and Alcohol Use 6
National High School Student Survey 7

III. METHODS

Questionnaire Development 8
District and School Recruitment 9
Administration 10
Data Management 12

IV. RESULTS AND CONCLUSIONS

Sampling Error 15
Reliability Analyses 17
Sample Description 18
Drug Use Prevalence 19
Student and Environmental Factors 23

V. TABLES

VI. FIGURES

VII. REFERENCES

VIII. TECHNICAL APPENDIX

Reliability and Validity
Sampling Error Estimation Methods

IX. APPENDICES

A. Forms A and B
B. School Survey Instrument
C. Recruitment Letters
D. Parent Letters
E. Pilot Materials
F. Administration Instructions
G. External Monitor Form
H. Scale Definitions
I. Project Participants

TABLES

Table 1: Planned vs. Actual Sample Sizes
Table 2: Grade 5 Response Rates and Minority Percents
Table 3: Grade 7 Response Rates and Minority Percents
Table 4: Grade 9 Response Rates and Minority Percents
Table 5: Grade 11 Response Rates and Minority Percents
Table 6: Grade 5 Representative Frequencies, Percents, and Standard Errors
Table 7: Grade 7 Representative Frequencies, Percents, and Standard Errors
Table 8: Grade 9 Representative Frequencies, Percents, and Standard Errors
Table 9: Grade 11 Representative Frequencies, Percents, and Standard Errors
Table 10: Exclusions Based on Reliability Checks
Table 11: Grade 5 Scale Coefficients Alpha
Table 12: Grade 7 Scale Coefficients Alpha
Table 13: Grade 9 Scale Coefficients Alpha
Table 14: Grade 11 Scale Coefficients Alpha
Table 15: Gender by Grade
Table 16: Ethnicity as Reported
Table 17: Ethnicity with Asians Collapsed
Table 18: Grades Usually Received
Table 19: First Tried Tobacco (Percent)
Table 20: First Tried Alcohol (Percent)
Table 21: First Tried Marijuana (Percent)
Table 22: First Tried Other Illegal Drugs (Percent)

Table 23: Where Usually Got Tobacco (Percent)

Table 24: Where Usually Got Alcohol (Percent)

Table 25: Where Usually Got Marijuana (Percent)

Table 26: Where Usually Got Other Illegal Drugs (Percent)

Table 27: Where Usually Used Tobacco (Percent)

Table 28: Where Usually Used Alcohol (Percent)

Table 29: Where Usually Used Marijuana (Percent)

Table 30: Where Usually Used Other Illegal Drugs (Percent)

Table 31: Student Perception of Harmfulness of Daily Use (Percent)

Table 32: Participated in Prevention Activities (Percent)

Table 33: Grade 5 Tobacco Use by Grades Received (Percent)

Table 34: Grade 5 Alcohol Use by Grades Received (Percent)

Table 35: Grade 5 Marijuana Use by Grades Received (Percent)

Table 36: Grade 5 Other Illegal Drug Use by Grades Received (Percent)

Table 37: Grade 7 Tobacco Use by Grades Received (Percent)

Table 38: Grade 7 Alcohol Use by Grades Received (Percent)

Table 39: Grade 7 Marijuana Use by Grades Received (Percent)

Table 40: Grade 7 Other Illegal Drug Use by Grades Received (Percent)

Table 41: Grade 9 Tobacco Use by Grades Received (Percent)

Table 42: Grade 9 Alcohol Use by Grades Received (Percent)

Table 43: Grade 9 Marijuana Use by Grades Received (Percent)

Table 44: Grade 9 Other Illegal Drug Use by Grades Received (Percent)

Table 45: Grade 11 Tobacco Use by Grades Received (Percent)

Table 46: Grade 11 Alcohol Use by Grades Received (Percent)

Table 47: Grade 11 Marijuana Use by Grades Received (Percent)

Table 48: Grade 11 Other Illegal Drug Use by Grades Received (Percent)

Table 49: Grade 5 Tobacco Use by Ethnicity and Gender (Percent)

Table 50: Grade 7 Tobacco Use by Ethnicity and Gender (Percent)

Table 51: Grade 9 Tobacco Use by Ethnicity and Gender (Percent)

Table 52: Grade 11 Tobacco Use by Ethnicity and Gender (Percent)

Table 53: Grade 5 Alcohol Use by Ethnicity and Gender (Percent)

Table 54: Grade 7 Alcohol Use by Ethnicity and Gender (Percent)

Table 55: Grade 9 Alcohol Use by Ethnicity and Gender (Percent)

Table 56: Grade 11 Alcohol Use by Ethnicity and Gender (Percent)

Table 57: Grade 5 Marijuana Use by Ethnicity and Gender (Percent)

Table 58: Grade 7 Marijuana Use by Ethnicity and Gender (Percent)

Table 59: Grade 9 Marijuana Use by Ethnicity and Gender (Percent)

Table 60: Grade 11 Marijuana Use by Ethnicity and Gender (Percent)

Table 61: Grade 5 Other Illegal Drug Use by Ethnicity and Gender (Percent)

Table 62: Grade 7 Other Illegal Drug Use by Ethnicity and Gender (Percent)

Table 63: Grade 9 Other Illegal Drug Use by Ethnicity and Gender (Percent)

Table 64: Grade 11 Other Illegal Drug Use by Ethnicity and Gender (Percent)

Table 65: Grade 5 Scale/Scale Correlations

Table 66: Grade 5 Other Correlations

Table 67: Grade 7 Scale/Scale Correlations

Table 68: Grade 7 Other Correlations

Table 69: Grade 9 Scale/Scale Correlations

Table 70: Grade 9 Other Correlations

Table 71: Grade 11 Scale/Scale Correlations

Table 72: Grade 11 Other Correlations

Table 73: Regression Summary

FIGURES

Figure 1: Drug Use by Grade Level (Percent)
Figure 2: Grade 5 Neighborhood Scale
Figure 3: Grade 7 Neighborhood Scale
Figure 4: Grade 9 Neighborhood Scale
Figure 5: Grade 11 Neighborhood Scale
Figure 6: Grade 5 Family Scale
Figure 7: Grade 7 Family Scale
Figure 8: Grade 9 Family Scale
Figure 9: Grade 11 Family Scale
Figure 10: Grade 5 Friends Scale
Figure 11: Grade 7 Friends Scale
Figure 12: Grade 9 Friends Scale
Figure 13: Grade 11 Friends Scale
Figure 14: Grade 5 School Scale
Figure 15: Grade 7 School Scale
Figure 16: Grade 9 School Scale
Figure 17: Grade 11 School Scale
Figure 18: Grade 5 Drug Attitude Scale
Figure 19: Grade 7 Drug Attitude Scale
Figure 20: Grade 9 Drug Attitude Scale
Figure 21: Grade 11 Drug Attitude Scale

Figure 22: Grade 7 Social Support Scale

Figure 23: Grade 9 Social Support Scale

Figure 24: Grade 11 Social Support Scale

Figure 25: Grade 7 Prevention Scale

Figure 26: Grade 9 Prevention Scale

Figure 27: Grade 11 Prevention Scale

I. EXECUTIVE SUMMARY

This report presents findings from the Santa Clara County Survey of Drug, Alcohol, and Tobacco Use Among Students in Grades 5, 7, 9, and 11. The survey was conducted during April and May, 1991 in 51 randomly selected Santa Clara County schools, and 5,180 students participated.

Sampling Error

Before interpreting results, it is important to understand the limitations of the survey. All surveys have associated with their results some degree of error or uncertainty arising from surveying a sample of the population of interest rather than the entire population. This error is possible to estimate, and for this survey the sampling error falls between one and three percentage points (plus and minus) for most percentages reported, based on the original survey sampling plan.

In this survey it was not possible, however, to adhere strictly to the sampling plan. First, several districts and randomly selected individual schools chose not to participate. Overall, only 60% of the selected or replacement schools participated. Second, because of the sensitive nature of the subject matter of the survey, a decision was made to require parental permission slips for students to participate in the survey, rather than the originally planned method of giving parents the opportunity to return a refusal card and assuming permission if they did not. This had the effect of lowering the response rate from the expected 97% to approximately 60% within those schools which did participate. The combined result of district, school, and student non-participation yielded a final sample of approximately 36% of the original sampling plan. To the extent that this self selection of participants had any relation to factors of interest to the survey, such as student drug use or attitudes, the results of the survey will be biased. While this bias cannot be statistically estimated, it is reasonable to assume that the results reported here are conservative. In other words, to the degree which they are off the results are more likely to underestimate drug use than to overestimate it. A similar conclusion was reached by the authors of the California statewide survey. Similar overall patterns of results between the two surveys help support this conclusion.

Sample Description

Approximately 10% of the total sample was excluded according to one or more reliability checks for careless or suspected dishonest responses. Statistical measures of reliability confirmed that overall internal consistency of individual response patterns was greater within the resulting sample than the original uncleaned sample.

The combined sample across all four grades was approximately 53% female and 47% male. Forty nine percent of the students listed their ethnicity as White, 21.4% Asian, 18.5% Hispanic, 3.4% Black, 2.2% Native American, and 5.4% other. The percentage of the sample reporting White as ethnicity increased with grade level, from 43.8% at grade 5 to 56.1% at grade 11. Compared to the actual county wide school population as reported in the 1989-90 statistical report, this sample slightly over represents Whites, Asians, and Native Americans, substantially under represents Hispanics, and slightly under represents Blacks. The actual percents in the County are White 46.7%, Hispanic 27.5%, Asian 20.2%, Black 4.9%, and Native American less that 1.0%.

Fifty two percent of the combined sample reported usually receiving grades of mostly A's or A's and B's. This category decreased with grade, from 64.7% at grade 5 to 37.8% at grade 11. Mostly B's or B's and C's was reported by 32.9% overall, mostly C's or C's and D's by 13.1%, and 2.3% reported mostly D's or D's and F's.

Drug Use Prevalence

All drug use questions referred to the period "since last September". Some specific drugs listed were collapsed into broader drug categories for reporting. Level of use responses were collapsed into none, occasional, weekly, and daily. Sample sizes allowed for comparisons between genders and among the White, Asian, and Hispanic subgroups. The number of respondents in the Black and Native American categories was too small to allow comparisons.

Tobacco

Daily tobacco use was reported by less than 1.0% of the 5th graders, while 6.3% reported any use. Of note for the 5th graders are especially higher than average percentages of occasional use for Hispanic males (14.6%), and lower percentages in all use categories for Asians (any use 1.5%). Overall, 5th grade males (7.4%) show somewhat higher percentages of any use than 5th grade females (5.5%).

For the 7th graders, 2.1% reported daily use, and 20.3% reported any use. Hispanic males and females reported higher than average daily, weekly, and occasional use (any use 28.6% males, 28.2% females), while Asian males and females reported lower than average daily and occasional use (any use 13.8% males, 10.3% females). Seventh grade males overall were closer to females in percentage reporting any use (21.3% vs. 19.4%) than in the fifth grade sample.

For the 9th graders, 4.7% reported daily use and 24.2% any use. Of all four samples, in only the 9th grade sample did female tobacco use exceed male use (any use 24.6% female, 23.4% male).

Daily use was reported by 9.6% of the 11th graders, and any use by 35.0%. As in the 9th grade sample, White 11th graders reported somewhat greater daily use (11.5%), while Asians (5.2%) and Hispanics (7.1%) reported less daily use. For any use Whites were highest at 39.6%, Hispanics at 36.5%, and Asians lowest at 20.8%. Overall, male reported use (36.6%) exceeded female reported use (33.6%).

No comparisons regarding tobacco use are possible with the state survey as the state survey did not investigate tobacco use.

Alcohol

For 5th graders, daily alcohol use was reported by 1.0% of Asian and Hispanic males, and less than 1.0% of all other subgroups. Any use was reported by 20.1% of the sample. Asians reported any use much less than average (8.6%), while Whites and Hispanics reported any use slightly more than average (22.0%, 24.8%). Overall, 5th grade males (21.8%) show higher percentages of any use than 5th grade females (18.7%).

Daily use was reported by 1.0% of the 7th graders; any use was reported by 44.9%. No Asians and less than 1.0% of Whites reported daily use, while 2.8% of Hispanics did. The highest rate of any use was for Hispanics (58.6%), and the lowest for Asians (33.9%). Overall, 7th grade girls reported more daily (1.3%) and any use (46.6%) than boys (daily 0.7%, any 42.5%).

For 9th graders, daily alcohol use was reported by 1.0% of the sample, weekly use by 5.9%, and any use by 53.8%. Asians reported any use much less than average (37.7%), while Whites and Hispanics reported any use more than average (58.0%, 66.6%). Overall, 9th grade females (57.2%) show higher percentages of any use than 9th grade males (49.6%), but males reported slightly more daily use (1.2% vs. 0.7%).

For 11th graders, 2.2% reported daily use, 16.5% reported weekly use, and 53.8% reported occasional use (yielding a total of 72.5% any use). Little difference was reported in daily use. However weekly use ranged from a low of 4.2% for Asians to a high of 22.7% for Hispanics, while any use ranged from 52.7% for Asians to 80.0% for Hispanics. As with the 9th graders, more males reported daily use than females (2.4% vs. 1.9%), while more females reported any use (73.5% vs. 71.6%).

Reported alcohol use was less than found in the most recent state survey (Skager, et al., 1990) for all three grades included in both surveys. The Santa Clara county percentages reporting any use for grades 7, 9, and 11 of 44.9%, 53.8%, and 72.5% compare to the reported state rates of 49.7%, 62.2%, and 75.0%.

Marijuana

Daily use and any use of marijuana were each reported by less than 1.0% of the 5th graders. Only Hispanic males (2.2%), other males (2.0%), and White males (0.8%) showed more than one half percent any use. Overall, more males (1.3%) reported any use than females (0.4%).

For the 7th graders, 0.4% reported daily use and 6.2% reported any use. Hispanic males and females reported higher than average daily, weekly, and occasional use (any use 15.2% males, 11.2% females). No Asian or White males or females reported daily use, and Asians reported any use least of all groups (2.3%). Overall, more seventh grade males reported any use than females (7.5% vs. 5.1%).

For the 9th graders, 0.9% reported daily use and 11.3% reported any use. Hispanic males (18.5%) and females (22.4%) reported most any use, while Asians reported least (2.9%). Overall, males reported daily use more than females (1.4% vs. 0.6%), but the same percentage of males and females reported any use (11.2% vs. 11.3%).

Daily use was reported by 1.9% of the 11th graders, and any use by 23.6%. Hispanics (28.9%), Whites (27.4%), and males (25.7%) showed highest percentages of use, with the Hispanic male subgroup reporting the most any use (37.7%), and the White male subgroup reporting the most daily use (3.5%). Less than 1.0% of Asian males and females reported daily use and less than 10.0% reported occasional use.

Comparisons with the state results show slightly smaller rates of marijuana use at all three grade levels in common across the two surveys. Santa Clara County findings of any use for grades 7, 9, and 11 of 6.2%, 11.3%, and 23.6% compare to state findings of 6.8%, 11.3%, and 27.9%.

Other Illegal Drugs

Less than 1.0% of the fifth grade sample reported any use of other illegal drugs, with no more than 2.0% of any subgroup reporting any use.

Of the seventh grade sample, 1.9% reported daily use of other illegal drugs, while 17.3% reported any use. Hispanic males (20.1%) and females (24.5%) were more likely to report any use than other subgroups. The same pattern was found within the ninth grade sample, with 0.9% daily and 11.9% any use for the whole sample, and more use among Hispanic males (16.9%) and females (22.1%) than other subgroups.

Eleventh graders reported 0.6% daily and 14.0% other illegal drug use. Ethnic differences were minimal, but overall males (15.8%) reported more use than females (11.9%).

The state survey question on other drugs lists approximately the same drugs as does the Santa Clara County question. At grade 7 the Santa Clara County rate is slightly higher than the state's (17.3% vs. 16.5%), although this difference is clearly within the bounds of random error. At grades 9 and 11 the state's rates are higher (11.8% vs. 18.9% for grade 9, 14.0% vs. 23.0% for grade 11).

Student and Environmental Factors

For grades 7, 9, and 11, strong relationships were found among some of the environmental risk factor scales and drug use within the three main categories of tobacco, alcohol, and marijuana. The *Influence of Friends* and *Drug Attitudes* scales were important for all three grades and all three drug categories. In addition, *Neighborhood Influences* was important for all nine grade/drug combinations except tobacco at grade 9. *Family Influences* were found significant for tobacco and marijuana at grade 7 and for all three drug categories at grade 11. The *School Influences, Social Support*, and *Prevention Activities* scales showed no relationship to drug use within these three grades, and the individual factors of gender, ethnicity, and grades received added very little to the predictability of drug use beyond the environmental scales.

These findings have important implications for prevention and education program planning and evaluation. The full report and the appendices provide descriptions of the scales and the analyses, as well as visual presentations of the results. These should all be studied for a full understanding of the relationship among environmental influences, drug use, and demographic characteristics.

II. BACKGROUND

Student use of tobacco, alcohol, and other drugs is an issue of great concern to most parents, educators, and community members. Recent federal and state legislation and initiatives have provided new funds for a variety of educational prevention programs. In Santa Clara County, several important programs have been consolidated into the Comprehensive Alcohol, Drug, and Tobacco Prevention Education (CADPE), under the advisement of the CADPE Local Coordinating Committee (LCC).

A critical adjunct to effective programs is baseline information on student attitudes, extent of use, and individual and environmental risk factors, followed by periodic monitoring of changes in these variables over time. The LCC first identified the need for a reliable county-wide assessment of the prevalence and incidence of drug, alcohol and tobacco use among the school population on February 6, 1990. They believed that this assessment data would provide valuable direction to agency and school district prevention and intervention efforts, and serve as a basis for program evaluation. An LCC sub-committee began meeting on a regular basis to develop an assessment instrument. They decided also to include risk and protective factor assessment questions. Due to the magnitude of the project, a consultant was hired to oversee the process. The consultant collected other survey instruments, met with other people involved in the survey field, and prepared the necessary materials for sub-committee meetings. Once an assessment instrument was completed to the satisfaction of the LCC, an RFP for survey design and implementation was distributed. Far West Laboratory for Educational Research and Development (FWL) was awarded the contract in December 1990.

This report presents the results of a student survey conducted by FWL for the Santa Clara County Office of Education (SCCOE) under the advisement of the CADPE Local Coordinating Committee. Because the Santa Clara County survey has been designed to allow comparisons to ongoing state (and to a lesser extent national) surveys, brief descriptions of these are provided below.

Biennial California Survey of Student Drug and Alcohol Use

A biennial survey is conducted among California students in grades 7, 9, and 11 by the University of California, Los Angeles and Southwest Regional Laboratory (Skager, et. al., 1990). The most recent survey took place between December, 1989 and March, 1990. It involved 44 senior high and 43 intermediate schools and a total of 6,282 students. Two previous surveys have been conducted in 1985-86 and 1987-88. Results are reported statewide and for six geographic regions.

This survey employs a 15 page typed questionnaire. The primary substance use questions ask about frequency of use "without a doctor's orders in the last six months." While the findings of this survey are not strictly comparable to the national study because of different grade levels surveyed, the overall patterns of results appear to be similar. For example, declines are reported in marijuana and cocaine use but not in tobacco use, and alcohol use is declining but still very prevalent.

National High School Student Survey

The most prominent ongoing student survey is the National High School Student Survey (NHSSS), part of the Monitoring the Future Study (Bachman and Johnston, 1978; Johnston, 1990; Johnston, et. al., 1987). This survey has been conducted annually for the past 15 years by the University of Michigan's Institute for Social Research (ISR) and is funded by the National Institute on Drug Abuse. It involves approximately 17,000 seniors in 135 sampled high schools across the country. Also conducted annually are smaller follow-up surveys of previously participating graduating classes, involving both college and non-college samples.

The NHSSS employs four versions of a 22 page self administered scannable survey booklet. The primary drug use questions ask about number of occasions of use (a) "in your lifetime," (b) "during the last 12 months," and (c) "during the last 30 days." Other aspects of drug experiences also are questioned, as are personal background, attitudes and opinions, and behaviors.

The most recent results available were presented in February, 1990 for the 1989 surveys (Johnston, 1990). The findings are a mixture of positive and discouraging results. On the positive side, the researchers conclude that "the likelihood of a young person in high school or college today actively using illicit drugs is only about half of what it was a decade ago." Large decreases in percent of users are reported for marijuana, cocaine, and amphetamines, and a smaller decrease is reported for crack cocaine. Other drugs, however, show no such declines. These include PCP, inhalants, and tobacco. Although alcohol use shows a substantial decline, there is still a large overall prevalence.

III. METHODS

Questionnaire Design

The CADPE Local Coordinating Committee originally developed a survey questionnaire containing approximately 130 questions. The first section of the questionnaire asked the student to provide basic demographic information such as gender, race and language. The following 3 sections were to assess environmental risk factors in the home, neighborhood, and school. Additional sections asked about the student's friends and their attitudes, about the student's social support systems, and about any substance abuse prevention programs the student may have participated in. The last section concerned the incidence and prevalence of substance use, such as when a student first tried a substance and where they used it most often. Many existing questionnaires were examined in developing the Santa Clara County questionnaire.

The LCC wanted to be sure that more than just the prevalence of substance abuse was assessed, with environmental risk factors being a major focus of the questionnaire. Recent social research indicates a number of related risk factors may contribute to potential substance abuse by youth. These include a family history of substance abuse, family management problems, academic failure, lack of attachment to school or community, alienation from society, little perceived social support, friends' use and attitudes, and early exposure to use. The LCC also wanted to compare county level data to the *Biennial California Statewide Survey of Student Drug and Alcohol Use* (Skager, et. al., 1990). Some questions in the original version of the questionnaire were taken from this survey, and others were taken from the *National High School Student Survey* (Johnston, 1990).

Questionnaire Revision

FWL staff worked with members of the LCC and SCCOE staff to revise the original questionnaire, with the goals of making it more concise, reliable, and age appropriate. The final questionnaire consisted of 66 questions in Form A (grade 5), and 68 questions in Form B (grades 7, 9, and 11). Some questions have multiple sub-sections (e.g., on Form B item 67 has sub-sections a-n). Form A, for fifth grade students, is a subset of the questions on the longer Form B. The main difference between the two forms is the deletion of the long list of drug names on Form A. Form A asks only about *other illegal drugs* and does not list specific drugs other than marijuana. The readability level of all questions on both forms was aimed at the low to average fifth grade student.

Pilot Test

FWL conducted pilot tests in each of the four grade levels. The purpose of the pilot tests was to evaluate the quality and clarity of the questions and the administration procedures. Student focus groups followed each pilot test administration. The pilot tests were conducted in four classes in three schools during January, 1991 and observed by FWL and the SCCOE staff.

Survey administrators were instructed to read aloud the questionnaire completion instructions to their students. However, the survey administration differed at each pilot test site. One teacher read all of the instructions aloud, two of the teachers read only sections of the instructions, and one teacher did not read anything. After the materials were distributed, most students completed the questionnaire in approximately 25-30 minutes. Non-participating students worked on homework or special projects. There was little disturbance of survey-takers during the administration.

At each pilot test site, student focus group discussions were held in a separate area of the classroom, or in a different location, such as the library. These discussions provided valuable information on problems within particular questions and with the administration procedures.

Most problems were simple and related to semantics, format, or vocabulary, but in some cases the problems were more complex and related to the individual student's life situation. For example, in the question that asks about ethnic background, some of the younger students did not know what was meant by "Latino." This question was modified to read: "Latino/Hispanic (Mexican, Central or South American)." An example of a more complex problem occurred when students whose parents were past substance abusers did not know how to respond to the question asking, "I have been worried about someone in my family using alcohol or other drugs." This item was modified to read, "Lately, I have been worried about someone..."; this version assesses the student's current concerns. All students seemed to have great difficulty answering a complex multipart question from the California Statewide Survey that asks what students have learned from drug prevention classes. That question was dropped from the questionnaire. A "don't know" response category was added to a few questions because students reported that they did not always know what their friends or neighbors did, and did not want to respond incorrectly.

The final scannable versions of both questionnaires are presented in Appendix A.

District and School Recruitment

District Recruitment

The district recruitment package contained a letter from the County Superintendent, a letter from the project director at FWL, and a list of the schools selected within the district.

Five out of 28 districts selected declined to participate in the survey because of the burden it placed on the schools, and/or the sensitive nature of some of the questions.

Those districts were not replaced. Two more districts later dropped out leaving a total of 21 districts.

School Recruitment

Having secured the approval of the district superintendent, a recruitment package was then mailed to the principal of each selected school. The school recruitment package consisted of a letter from their district superintendent, a copy of the letter from the County Superintendent, an approval form and a copy of the draft version of the questionnaire. The principal was asked to select a survey coordinator at the school and send a signed approval form back to FWL. Altogether, 18 out of 69 schools selected declined to participate. The most common reasons for refusal were: bad time of the year (e.g., too many other high-stakes tests or other surveys) and too much work involved (e.g., teachers or counselors were already overburdened, or there were other unspecified problems).

This high refusal rate by schools necessitated a second phase of recruitment. The school recruitment procedures explained above were duplicated for the Phase 2 recruitment. In a second phase of recruitment, FWL was able to replace 7 of these 18 schools with equivalent schools from the same district. This provided a total of 51 schools in the final sample.

Administration

Administration Procedures

The principal of each school coordinated the survey administration or assigned a teacher or staff member to be the survey coordinator. Coordinators were responsible for distributing survey materials, for selecting according to standard procedures the classes in which to administer the survey, for selecting and training teachers, for scheduling the survey day, and for sending the materials back to FWL. The coordinators also completed the DATE School Information Form, a brief form that collected data on prevention education offered in the school (see Appendix F for coordinator instructions). A training workshop on standardized administration procedures was presented in March, 1991 by FWL and SCCOE staff for all school survey coordinators.

In most schools, teachers administered the survey. Survey administrators were responsible for early distribution of the parent letters, and for encouraging the students to return the permission slips. Administrators were asked to create a quiet setting for the survey administration. If held in the classroom, teachers were to refrain from walking near the students during the survey, and were encouraged to find alternative activities for non-participating students during the survey. In some cases, the participating students were brought into a cafeteria or a hall, and several classes completed the questionnaire together (see Appendix F for administration instructions). The survey was self-administered on a scannable booklet. Students were given the questionnaire and a pencil and were allowed all the time they needed to complete the questionnaire. When all students were finished, the questionnaires were placed in a large envelope, sealed, and brought to the survey coordinator. Schools recruited during Phase 1 administered the survey between April 15 and April 26. Schools recruited during Phase 2 administered the survey between May 1 and May 15. A few Phase 1 schools had previously scheduled tests or other activities that delayed their administration date, and they were given an extension into the Phase 2 administration period.

Parent Permission

The sampling plan was originally designed for passive parental response (i.e., the parents must sign a form if they do not wish their child to participate). However, in response to district concerns and in order to increase the number of districts agreeing to participate, the County Superintendent directed that we seek active parental permission for students to participate. The parent information letters were modified to include a permission slip which had to be returned to the student's teacher. While significantly lowering the response rate and increasing sampling bias (see section on sampling error), the SCCOE directive is in line with California state practice.

Confidentiality

Assuring the students of confidentiality was an important component of the administration procedure. The students were assured of the privacy of their responses through several means. Survey administrators were instructed to stand away from the students as they completed the questionnaire. There were no questions printed on the first and last page of the booklets, and the students were told not to write their names on the booklet. All students were to place their completed booklets in an envelope provided by FWL and the last student sealed the envelope.

External Monitors

FWL sent external monitors to observe the survey administration procedures in each of the four grade levels at six different schools. Each of the monitors completed a form (see Appendix G) and answered questions on the setting, the administration procedure, and what questions the students asked during the administration. These monitors reported that most of the administrations were done in individual classroom settings, except for two which combined several classes in a cafeteria. About half of the observed administrators did not follow the instructions given to them and the surveys were not administered in a standard fashion. Some of the observed changes by administrators were: not reading the instructions aloud or improvising the instructions, telling the students they had a time limit and should hurry, walking around the students during the survey, teachers, instead of students, placing the booklets in the envelope, and allowing noisy distractions during the administration. Of the observed deviations from standard administration procedure, the imposed time limit may have had the most impact on the analyses.

Problems in Data Collection

Two problems were encountered in collecting the questionnaires from the schools. First, some envelopes were delayed or returned with missing information, such as blank or improperly completed building or teacher header sheets. Second, the survey was administered to the wrong grade level in several cases. Follow-up calls were made to resolve the problem when possible. In cases where follow-up was not possible (e.g., no name or address to identify the batch of questionnaires), the questionnaires were not included in the data set.

Data Management

Processing Questionnaires

To minimize the likelihood of clerical error, questionnaires were processed one school at a time. That is, all questionnaires from a single school were processed before any envelopes containing questionnaires from the next school were opened. The processing of questionnaires was a five step process.

First, the questionnaires and header sheets were stacked in the proper order with the school header sheet on top followed by class header sheets and student questionnaires for each class. Second, information from the DATE School Information Form was transferred to the school header sheet so it could be scanned into the computer. Third, the header sheets and questionnaires were visually inspected. Bubbles on the header sheets were penciled in if information was provided but the bubbles were blank. In many cases, teacher ID codes were not provided on the classroom header sheets, so codes had to be assigned. These codes served to differentiate between groups of survey respondents. Any blank questionnaires were removed from the pile.

The fourth step involved cutting the spines off the questionnaire booklets. This was done with a Triumph Model 3600 precision paper cutter capable of cutting through 60 8-page questionnaire booklets at a time. Once the spines were trimmed off the questionnaire booklets, the header sheets and questionnaires were scanned using an NCS OpScan 5 Model 30 optical mark reader with dual read heads. The dual read heads enabled the scanner to scan both sides of the questionnaire pages simultaneously. Scanner operation was controlled by the ScanTools software package.

Cleaning Data

The scanner was programmed to differentiate between different levels of darkness of pencil markings on questionnaires. Where there were two or more responses to a single question, and where there were at least two levels of darkness difference between the responses (out of 16 distinguishable levels), the darker of the two responses was scanned into the data file. Where there were two or more responses to a single question, and where there were not at least two levels of darkness difference between the responses, the scanner was programmed to insert an asterisk into the data file for that question. The questionnaires for these multiple response questions were later inspected visually. In some cases the human eye could detect that the respondent intended to erase one of the responses. In these cases the asterisk in the data file was replaced with the correct response.

To avoid reading erasures or smudges as valid responses, the scanner was programmed to reject any single marked response to a question that was less than density level three (out of 16 distinguishable levels). Questionnaires with large numbers of missing responses or missing responses to key variables were visually inspected. (Key variables were variables such as grade level or the honesty question which if left blank would cause the entire observation to be excluded from the analysis, as well as variables of great theoretical importance such as gender.) In only one case were valid responses not detected by the scanner. In this case the respondent made extremely faint marks and rarely bubbled in the whole circle. Here the correct responses were manually entered into the data file.

Constructing Datasets

ScanTools created one ASCII file on the computer hard disk associated with each questionnaire version. Each file contained the data from the school header sheets, the teacher header sheets, and either Form A or Form B of the student questionnaire. The school header sheet data from each ASCII file was combined to create a SAS dataset containing school information. Likewise, the class header sheet data was combined to create a SAS dataset containing classroom information. The student data was used to construct form specific SAS datasets, that is, one dataset for Form A and one dataset for Form B. Descriptive statistics and outlier reports were produced to identify data anomalies in these datasets. Once these datasets were cleaned, four separate datasets were produced, one for each grade level being investigated.

Recoding Variables

By default the scanner assigned values to numeric variable response locations beginning with zero. Each subsequent response location was assigned a value of one greater than the previous response location. This meant, for example, that because the first question on Form A had 5 response locations, the scanner assigned values ranging from 0 to 4 as valid responses. The first question however asks for the age of the respondent. To facilitate analyses, the scanner value 0 was recoded to 9 in the SAS dataset to correspond with the age printed on the form under the first scanner response position. All numeric variables were recoded in this manner. Many categorical variables were similarly recoded to facilitate further analyses. For example, question 6 asks "What grades do you usually make?" The responses were recoded in a manner that made it possible to calculate mean grades for different combinations of respondents. Finally, all ordinal background data were coded using a standardized coding system to facilitate construction of scales. The possible range of values for these ordinal background variables is 0 to 3. For dichotomous variables which could only be answered "yes" or "no", for example, "yes" was assigned a value of 3 and "no" was assigned a value of 0.

Calculating Scale Scores

Items on the questionnaires were grouped together on theoretical grounds. Within each theoretical grouping, items were determined to be either positive or negative. For example, an item could either indicate a positive attitude toward illegal drugs or a negative attitude. To calculate scale scores, the positive items and the reversals of the negative items were summed. For the dichotomous example above, if the item was determined to be negative, a "no" response would be assigned a value of 3 and a "yes" response would be assigned a value of 0. This is the reverse of the default coding rule.

Reliability coefficients were calculated for each theoretically defined scale. The relationship between each scale and the items of which it was comprised was examined. In a couple cases it was discovered that a variable wasn't associated with the other variables strongly enough to belong to the same scale, so the scale was redefined to exclude the variable with low association.

Several of the background data items provided "Don't Know" as a valid response. A "Don't Know" response is essentially a missing response. To avoid assigning missing values to the scale scores for scales that had "Don't Know" responses bubbled in, the average score of the remaining scale items for that respondent was assigned to the item with the "Don't Know" response. (This was only done temporarily for purposes of calculating a scale score. The "Don't Know" responses were not permanently overwritten in the dataset.) Data were kept on the number of values that were imputed in this manner for each scale score for each subject. Descriptive statistics were examined to insure that scale scores were not being calculated based on excessive imputed values.

IV. RESULTS AND CONCLUSIONS

Sampling Error

Due to unforeseeable external circumstances, the actual samples employed for the survey departed substantially from those intended based on the designs specified at the onset of the project. This section describes the original sampling designs, the implementation of these designs and the samples that resulted, and the lower bound error estimates based on the original designs. A technical description of the error estimation procedure is provided in Technical Appendix B.

Sampling Design

Two designs were originally specified, one for the grade 5 sample, and the other for the grades 7, 9, and 11 samples. For efficiency, both designs involved cluster sampling, meaning that schools were sampled rather than individual students. For the grade 5 sample, school district, school size, and percentage minority enrollment were all taken into consideration in the sampling design. (To provide a single indicator of minority enrollment as required for sampling, the proportion of Black and Hispanic males in each school was used. This was considered representative of the appropriate information). A total of 44 grade 5 schools were selected from 24 districts. All grade 5 students within these schools were to be included in the sample.

The design for the grades 7, 9, and 11 samples followed the grade 5 design, with the addition of a second stage of sampling at the classroom level. In other words, once the schools were selected, classrooms were also sampled within each school. This was appropriate because of the larger number of classrooms in each school at these grade levels. A total of 25 grade 7 schools were selected from 23 districts; and 16 grades 9 and 11 schools were selected from 11 districts. Within schools, classrooms were selected at the rate of 5 out of 10. All students within selected classrooms were to be included.

Sampling Implementation

Several developments contributed to substantial departures of the actual samples from those intended. First, five districts containing both fifth and seventh grade schools declined to participate in the survey. In addition, within those districts that did agree to participate, a total of 18 schools declined. When time permitted, these schools were replaced with schools of similar size and minority enrollment. Due to late decisions by schools not to participate, as well as refusals from selected replacement schools, only 7 of the 18 original refusals were successfully replaced. The combined effect of district and school refusals left only 21 districts of the 28 approached in the survey, and 51 schools of the 85 approached.

There are four main implications of the district and school refusals:

1. the removal of districts from th[illegible] sample eliminates the generalizability of the survey results to these districts;

2. sampling error increased as a result of fewer students overall;

3. the sampling rate of schools, which was planned to be consistent across districts, becomes irregular - further contributing to increases in sampling error; and

4. to the extent that schools who refused differed from the rest of the sample in drug use or characteristics related to drug use, systematic bias will contaminate the county level results.

In response to district concerns and to increase the number of districts agreeing to participate, after the project had begun the County Superintendent directed that each student must receive written parental permission to participate in the survey. This would take the form of a signed permission slip, or positive response card, known as active consent. This differs from the planned negative response cards, or passive consent, where a parent would return the card only if objecting to his or her child's participation. The result of requiring active rather than passive consent is a substantially smaller sample, in this case overall 60 percent of the selected students in participating schools had permission slips returned, as opposed to the 97 percent passive consent rate we expected. Here again, the loss of sample size is problematic, but even more problematic is the self selection of the respondents. Inferences from survey samples to the population of interest are based on the principal of random selection; when the sample selection becomes systematic rather than random, inferences to the population become less certain. When self selection might be related to the content of the survey, i.e. drug use or attitudes, then the problem becomes even more evident. There is no way, however, to estimate the extent of these biases.

Table 1 shows the number of schools and students planned and actually participating within each of the three school types (grades 5, 7, and 9/11). Tables 2 through 6 provide school level information for each of the four grade level samples. This includes the number of students targeted for each school, the number responding, and the response rate; as well as the actual percent minority enrollment compared to the percent minority in the sample (the percentage of Black and Hispanic males of total males was employed as the one allowable stratification variable for ethnicity in the sampling plan to achieve maximum ethnicity variance across schools).

Error Estimates

With these problems in mind, the generalization of the results reported here beyond those students surveyed must be done with extreme caution. It is reasonable to suppose that relationships among variables may be less affected, whereas actual prevalence and incidence figures may be more seriously biased. Overall, the study can still provide information which is useful in many applications, but the limitations of the sample must always be considered.

While the random and systematic error resulting from the sampling implementation problems described above cannot be estimated, a lower bound of random error can be estimated based on what would be expected had the sampling design been implemented exactly as planned, i.e. had all selected districts, schools, and students participated. For the following discussion, it is important to remember that this is a lower bound estimate, and that the actual error is probably far greater than this, and probably contains substantial systematic components in addition to the less pernicious random components. A technical description of the error estimation procedures is provided in Technical Appendix B.

Tables 6 through 9 show error estimates for key representative variables at each grade level. The variables presented are gender, ethnicity, and use of tobacco, alcohol, and marijuana. These error estimates depend primarily on sample size, proportions in the sample, and distributions across the sample clusters. Larger samples and more extreme proportions do have lower errors. However this is complicated by the actual cluster level distributions.

Examination of these tables will shed some light on the lower limit of the random error expected to be associated with reported percents. For example, 79.9 percent of fifth graders reported no alcohol use. Had all districts, schools, and students selected participated in the survey, the actual value in the county fifth grade population could be expected to fall with 95 percent confidence within 79.9 ± 1.3, or between 78.6 and 81.2. *Again it is important to remember that these estimates do not consider the almost certainly larger amounts of random and systematic error associated with sample self selection.*

Reliability Analyses

In addition, any respondent who failed to answer the drug use items was eliminated from the survey. Four methods were employed to flag suspect respondents (these methods build on work previously done in other student drug surveys, including Northwest Regional Educational Laboratory). First, an impossible response option was provided. Second, a level of improbably regular and excessive drug use was defined. Third, a set of improbable response combinations was defined. Finally, an item was included asking respondents to certify the honesty of their responses.

Methods

Impossible Response. Respondents indicating they used a non-existent drug (Derbisol, with street names listed as DB, derbs, and dirt) were eliminated.

Improbable Frequency and Extent of Drug Use. Respondents indicating they used five or more drugs daily for the last six months were eliminated.

Improbable Response Combinations. Seventy-seven inter-item consistency checks were defined, 51 on drug-use related items and 26 on other items. For example, respondents who indicated they thought "using marijuana once in a while is extremely harmful" yet also indicated they thought "using marijuana every day is completely harmless" were flagged as inconsistent. Respondents were eliminated if 9 or more of the 51 drug-use inter-item consistency checks were failed, or if 5 or more of the 26 non-drug-use inter-item consistency checks were failed.

Honesty Item. This item asks *"In answering the question, I was"* and the response options are *"honest on all of the questions", "honest on most of the questions",* and *"not honest on a lot of the questions".* Respondents were required to certify their honesty by selecting either the first or second option. If the third option was chosen, or the item was not answered, the respondent was eliminated.

Exclusion Results

Based on the above criteria and across all grades, approximately ten percent of the respondents either carelessly or dishonestly completed the questionnaire. Two and one-half percent of the respondents claimed to have used the non-existent drug Derbisol, while 0.8% claimed to have used an improbably high number of drugs on a daily basis. Four-tenths percent failed nine or more drug-use inter-item consistency checks, and 0.6% failed five or more non-drug-use inter-item consistency checks. Finally, more than 8% failed to certify their honesty. Table 10 provides exclusion results broken out by each grade level.

It is interesting to note that of the 92% in the combined grade samples who certified their honesty, 1.5% claimed to have used the non-existent drug Derbisol. This suggests that the honesty item by itself is useful but not sufficient in identifying careless or dishonest respondents. Overall, elimination of the full 10% of the respondents identified as suspect by any one or more of the four methods resulted in increased reliability as demonstrated by higher coefficient alpha values on most of the scales created for this study (see Tables 11-14).

Sample Description

Approximately 10% of the total sample was excluded according to one or more reliability checks for careless or suspected dishonest responses. Statistical measures of reliability confirmed that overall internal consistency of individual response patterns was greater within the resulting sample was more internally consistent than the original uncleaned sample.

The combined sample across all four grades was approximately 53% female and 47% male. Forty nine percent of the students listed their ethnicity as White, 21.4% Asian, 18.5% Hispanic, 3.4% Black, 2.2% Native American, and 5.4% other. The percentage of the sample reporting White as ethnicity increased with grade level, from 43.8% at grade 5 to 56.1% at grade 11. Compared to the actual county wide school population as reported in the 1989-90 statistical report, this sample slightly over represents whites, Asians, and Native Americans, substantially under represents Hispanics, and slightly under represents Blacks. The actual percents in the County are White 46.7%, Hispanic 27.5%, Asian 20.2%, Black 4.9%, and Native American less that 1.0%.

Drug Use Prevalence

The drug use question on both forms asks "Since last September, how many times did you USE these kinds of substances?" For reporting and analysis purposes, the 5th grade *drug-type categories* remain as they are on the questionnaire (tobacco, alcohol, marijuana, and other illegal drugs). For grades 7, 9, and 11 "beer, wine, wine coolers" and "liquor" have been combined into the alcohol category, and all drugs listed on the questionnaire other than marijuana have been collapsed into the other illegal drugs category (cocaine, amphetamines, barbiturates, tranquilizers, inhalants, mushrooms, LSD, PCP, MDMA, MDA, heroin or other narcotics, and steroids).

Also for reporting an analysis, the *drug-use response categories* on the questionnaires have been collapsed into four logical categories: never (never), occasional (once or twice, a few times, once a month), weekly (once a week) and daily (once a day, more than once a day). The further combination of the last three logical categories is referred to in this report as "any use".

As discussed above, standard errors of estimates vary according to response and cluster distributions, and are presented in Tables 6 through 10. Most are one to three percentage points around the reported value. These should be considered in interpreting reported results, and should serve as a caution against over interpreting small differences between groups or variables. It also is important to remember that these error estimates are lower bounds of the actual error because they are based on expected random error according to the original sampling plan. Additional random error as well as systematic error (bias) associated with the important deviations from the sampling plan that we experienced are not possible to statistically estimate and are not included in these standard error estimates.

Figure 1 provides a graphic summary of reported drug use for each of the 16 grade and drug-type category combinations, while Tables 49-64 show exact percents for the four grade-level total samples and for breakdowns by gender and ethnicity. Results for any ethnic group with fewer than 100 respondents in a grade are presented in parentheses in the tables to remind the reader that these results should be regarded as only suggestive of the actual population values. This includes Black and Native American for all grades, as well as Other for grades 7, 9, and 11. The results for these groups are not interpreted in the text, nor are gender breakdowns for these groups reported in the tables.

Tobacco

Daily tobacco use was reported by less than 1.0% of the 5th graders, while 6.3% reported any use. Of note for the 5th graders are especially higher than average percentages of occasional use for Hispanic males (14.6%), and lower percentages in all use categories for Asians (any use 1.5%). Overall, 5th grade males (7.4%) show somewhat higher percentages of any use than 5th grade females (5.5%).

For the 7th graders, 2.1% reported daily use, and 20.3% reported any use. Hispanic males and females reported higher than average daily, weekly, and occasional use (any use 28.6% males, 28.2% females), while Asian males and females reported lower than average daily and occasional use (any use 13.8% males, 10.3% females). Seventh grade males overall were closer to females in percentage reporting any use (21.3% vs. 19.4%) than in the fifth grade sample.

For the 9th graders, 4.7% reported daily use and 24.2% any use. Of all four samples, in only the 9th grade sample did female tobacco use exceed male use (any use 24.6% female, 23.4% male).

Daily use was reported by 9.6% of the 11th graders, and any use by 35.0%. As in the 9th grade sample, White 11th graders reported somewhat greater daily use (11.5%), while Asians (5.2%) and Hispanics (7.1%) reported less daily use. For any use Whites were highest at 39.6%, Hispanics at 36.5%, and Asians lowest at 20.8%. Overall, male reported use (36.6%) exceeded female reported use (33.6%).

Table 23 shows where students reported usually getting tobacco. The options provided on the questionnaire were at home, at school, at friends' homes, and other places. For all grades, the response most frequently selected was other. The second most frequent response was home for 5th grades, and friend's home for 7th, 9th and 11th grades. Table 27 shows where students usually used tobacco, with the same response options as Table 23. Again, the other option was selected most frequently for all grades. Home and friend's home are reported approximately equally for grades 5, 7, and 9. For 11th grade, friend's home was cited twice as frequently as own home.

No comparisons regarding tobacco use are possible with the state survey as the state survey did not investigate tobacco use.

Alcohol

For 5th graders, daily alcohol use was reported by 1.0% of Asian and Hispanic males, and less than 1.0% of all other subgroups. Any use was reported by 20.1% of the sample. Asians reported any use much less than average (8.6%), while Whites and Hispanics reported any use slightly more than average (22.0%, 24.8%). Overall, 5th grade males (21.8%) show higher percentages of any use than 5th grade females (18.7%).

Daily use was reported by 1.0% of the 7th graders; any use was reported by 44.9%. No Asians and less than 1.0% of Whites reported daily use, while 2.8% of Hispanics did. The highest rate of any use was for Hispanics (58.6%), and the lowest for Asians (33.9%). Overall, 7th grade girls reported more daily (1.3%) and any use (46.6%) than boys (daily 0.7%, any 42.5%).

For 9th graders, daily alcohol use was reported by 1.0% of the sample, weekly use by 5.9%, and any use by 53.8%. Asians reported any use much less than average (37.7%), while Whites and Hispanics reported any use more than average (58.0%, 66.6%). Overall, 9th grade females (57.2%) show higher percentages of any use than 9th grade males (49.6%), but males reported slightly more daily use (1.2% vs. 0.7%).

For 11th graders, 2.2% reported daily use, 16.5% reported weekly use, and 53.8% reported occasional use (yielding a total of 72.5% any use). Little difference was reported in daily use, however weekly use ranged from a low of 4.2% for Asians to a high of 22.7% for Hispanics, while any use ranged from 52.7% for Asians to 80.0% for Hispanics. As with the 9th graders, more males reported daily use than females (2.4% vs. 1.9%), while more females reported any use (73.5% vs. 71.6%).

Table 24 shows where students reported usually getting alcohol. The options provided on the questionnaire were at home, at school, at friend's homes, and other places. Most fifth grade users reported home (12.7% out of 18.8%), while other and friends' homes were increasingly reported as grade increased. By the 11th grade 36.0% reported other, 23.1% reported friends' homes, and only 14.1% reported home. Table 28 shows where students reported usually using alcohol. These results mirror closely the where-usually-get question, with home being the primary location for 5th graders, and other and friends' homes becoming increasingly popular with increasing grade level.

Reported alcohol use was less than found in the most recent state survey (Skager, et al., 1990) for all three grades included in both surveys. The Santa Clara county percentages reporting any use for grades 7, 9, and 11 of 44.9%, 53.8%, and 72.5% compare to the reported state rates of 49.7%, 62.2%, and 75.0%.

Marijuana

Daily use and any use of marijuana were each reported by less than 1.0% of the 5th graders. Only Hispanic males (2.2%), other males (2.0%), and White males (0.8%) showed more than one half percent any use. Overall, more males (1.3%) reported any use than females (0.4%).

For the 7th graders, 0.4% reported daily use and 6.2% reported any use. Hispanic males and females reported higher than average daily, weekly, and occasional use (any use 15.2% males, 11.2% females). No Asian or White males or females reported daily use, and Asians reported any use least of all groups (2.3%). Overall, more seventh grade males reported any use than females (7.5% vs. 5.1%).

For the 9th graders, 0.9% reported daily use and 11.3% reported any use. Hispanic males (18.5%) and females (22.4%) reported most any use, while Asians reported least (2.9%). Overall, males reported daily use more than females (1.4% vs. 0.6%), but the same percentage of males and females reported any use (11.2% vs. 11.3%).

Daily use was reported by 1.9% of the 11th graders, and any use by 23.6%. Hispanics (28.9%), Whites (27.4%), and males (25.7%) showed highest percentages of use, with the Hispanic male subgroup reporting the most any use (37.7%), and the White male subgroup reporting the most daily use (3.5%). Less than 1% of Asian males and females reported daily use and less than 10% reported occasional use.

Table 25 shows where students reported usually getting marijuana. The options provided on the questionnaire were at home, at school, at friend's homes, and other places. Other places was the most popular choice among 5th (0.6%) and 7th (2.8%) graders, with friends' homes becoming increasingly popular at 9th (5.0%) and 11th (10.2%) grades. This pattern is repeated in Table 29, the where-usually-used responses.

Comparisons with the state results show slightly smaller rates of marijuana use at all three grade levels in common across the two surveys. Santa Clara County findings of any use for grades 7, 9, and 11 of 6.2%, 11.3%, and 23.6% compare to state findings of 6.8%, 11.3%, and 27.9%.

Other Illegal Drugs

Less than 1.0% of the fifth grade sample reported any use of other illegal drugs, with no more than 2.0% of any subgroup reporting any use.

Of the seventh grade sample, 1.9% reported daily use of other illegal drugs, while 17.3% reported any use. Hispanic males (20.1%) and females (24.5%) were more likely to report any use than other subgroups. The same pattern was found within the ninth grade sample, with 0.9% daily and 11.9% any use for the whole sample, and more use among Hispanic males (16.9%) and females (22.1%) than other subgroups.

Eleventh graders reported 0.6% daily and 14.0% other illegal drug use. Ethnic differences were minimal, but overall males (15.8%) reported more use than females (11.9%).

Table 26 shows where students reported usually getting other illegal drugs. The options provided on the questionnaire were at home, at school, at friend's homes, and other places. Other places was the most popular choice among all grade levels, with friends' homes more popular with increasing grade. This pattern is repeated exactly in Table 30, the usually-used responses.

The state survey question on other drugs lists approximately the same drugs as does the Santa Clara County question. At grade 7 the Santa Clara County rate is slightly higher than the state's (17.3% vs. 16.5%), although this difference is clearly within the bounds of random error. At grades 9 and 11 the state's rates are higher (11.8% vs. 18.9% for grade 9, 14.0% vs. 23.0% for grade 11).

Student and Environmental Factors

Student and environmental scales were created by combining responses to theoretically grouped items. Five scales were created for grade 5 from Form A items, and seven scales were created for grades 7, 9, and 11 from Form B items. The grade 5 scales are *neighborhood influences, family influences, influence of friends, school influences,* and *drug attitudes.* The other grades scales include these as well as *social support* and *prevention activities.* These scales are defined in Appendix H, and the scale construction and validation process is described under Data Management in Section III. Scale coefficient alphas are reported in Tables 11 through 14.

Alcohol and Marijuana Attitudes

A condensed breakdown of two of the alcohol and marijuana attitude items is presented in Table 31. This table shows the percentage in each grade level responding that use of alcohol or marijuana every day is extremely harmful, moderately harmful, and harmless. With increasing grade level a slight decrease in the percentage reporting extremely harmful and increase in the percentage reporting moderately harmful for both substances is shown, with a large majority of all grades for both substances responding extremely harmful. One to two percent across all grades and both substances thought daily use was harmless.

Prevention Activities

Table 32 provides a summary of the four items comprising the *prevention activities* scale. The four questions refer to the student's participation in classes on substance dangers, lessons on refusal skills, school assemblies about substance use, and social activities with substance-free themes. The first refers to the time period "since last September", the others to "ever". Only the first two were asked of the fifth graders. The table shows greatly increasing exposure to substance danger classes during the school year of the survey administration with decreasing grade level, ranging from 28.6% for grade 11 to 90.2% for grade 5. Ever having had lessons on refusal skills shows a similar but less extreme pattern, ranging from 56.0% at grade 11 to 96.5% at grade 5. School assemblies were fairly constant across grade levels ranging from 67.8% in grade 11 to 75.2% in grade 7. Social activities also didn't vary much by grade, ranging from 45.3% at grade 7 to 49.5% at grade 9.

Grades Usually Received

Tables 33 to 48 show substance use broken down by grades usually received at each grade level. These tables may be consulted while interpreting the correlation and regression results presented immediately below. Results should be interpreted cautiously for the "D's, D's and F's" category at any grade level due to small sample sizes. Overall, fifty-two percent of the combined sample reported usually receiving grades of mostly A's or A's and B's. This category decreased with grade, from 64.7% at grade 5 to 37.8% at grade 11. Mostly B's or B's and C's was reported by 32.9% overall, mostly C's or C's and D's by 13.1%, and 2.3% reported mostly D's or D's and F's.

A fairly stable negative relationship is evident between grades received and drug use across grades and drug categories. In other words, high grades received are associated with lower drug use. When environmental factors are considered as well, however, most of these relationships involving grades received do not achieve statistical significance.

Regression and Correlation Analyses

A two step hierarchical regression analysis was run for each of the 16 grade level and substance category combinations. The dependent variables were substance use based on a sum across all substances of the responses scored 0 through 7, with 0 representing "never" used and 7 representing use "more than once a day". The independent variables consisted of the seven scales (five for grade five), and gender, ethnicity, and grades received.

Independent variables were correlated among themselves (i.e. were multicollinear) and therefore the order of entry into the equation was important and had to be based on a substantive model or theory. We postulated that environmental and attitude factors (the scales) are primary, and individual factors (gender, ethnicity, and grades received) secondary in designing and evaluating use prevention education programs. Therefore, all scales were forced into the equation first. Then gender, ethnicity, and grades received were offered, and each was accepted if it added at least .01 to the R squared (i.e. added 1% or more to the variance explained) based on the scales alone and was significant at $p < .01$. This is a strict test for these three variables. Because they tend to be correlated with the scales, they will only be credited for any additional variance they contribute beyond what is already explained by the scales.

Table 73 summarizes the results of the 16 regression analyses. Each cell of the table represents one grade by drug-category combination. Within each cell, the first line shows the R squared or proportion of drug use variance explained by the full set of scale scores. The second line shows the scale scores in that equation which were significant at $p < .001$, or in parentheses at $p < .01$. Finally, the third line shows the increase in R square resulting from the addition of gender, ethnicity, and/or grades received if any were significant. If none of these three variables were significant the third line was omitted.

For the fifth grade sample, marijuana and other illegal drugs were omitted because the rate of use was too small to support the analyses. For both tobacco and alcohol, the friends and school scales were significant, and the drug attitudes scale was significant as well for alcohol; however, only 10% and 13% of the total use variance was explained. None of the individual variables added to the equation.

For the other three samples, from 27% to 43% of the use variance was explained by the scales for tobacco, alcohol, and marijuana; while only 10% to 15% was explained for other illegal drugs use.

Considering just the first three drug categories, the friends and drug attitude scales were significant at all grade levels for all three drugs. In addition, neighborhood was significant for all three drugs at grade seven, and for alcohol and marijuana, but not tobacco, at grade nine. Family was significant for tobacco and marijuana at grade 7, for nothing at grade 9, and for all three at grade 11. The only individual factors that added to the equations were grades received for tobacco at grade 9, and the Asian component of ethnicity at grade 11.

The regression results represent the strict and controlled tests of the key relationships among variables. As a supplement, the individual variable by variable correlations are presented in Tables 65 through 72. These show the single order correlations among pairs of variables, without taking into account any of the other between and among variable relationships. A correlation represents the *square root* of the proportion of variance shared between two variables, as opposed to the regression R squares, which represent actual proportions (for example, an R square of .16 is equivalent to a correlation of .40). Therefore correlations and R squares are not directly comparable.

Box and Whisker Plots

To supplement the statistical results presented above, a set of box and whisker plots have been provided in Figures 2 through 27. These show, for each grade/scale combination, the individual relationships between the scale and a set of key variables including gender, ethnicity, grades received, and drug use. For scales which were found to be significantly related to drug use in the regression analysis, the appropriate drug category is marked with a single or double asterisk to represent significance at $p < .01$ and $p < .001$ respectively.

The box of each box and whisker represent the interquartile range, or the 25th through the 75th percentile, for a scale within a specified grade level. The upper half line in the box represents the mean, while the lower half line represents the median. The whiskers extending from each box represent the 5th and 95th percentiles, and the dots at each end represent the minimum and maximum obtained values. The possible range of values for the scale are shown on the grid near the top of the page.

As an example, in Figure 2 we see the neighborhood influences scale for the 5th grade. None of the drug use categories was significantly related to this scale within the 5th grade. The possible range of values for this scale is 0 through 21. For those who reported receiving mostly B's or B's and C's, the mean neighborhood scale score was 17.77, the median was 19.0, the 25th percentile was 16.0, the 5th percentile was 8.4, and the lowest score received was 4. The 75th and 95th percentiles were the same as the maximum obtained value, 21, and therefore only the line for the 75th percentile is drawn at that point.

These figures are intended to give another perspective to the data presented, and especially to represent visually some of the key relationship between scales and other variables.

V. TABLES

TABLE 1

Planned vs. Actual Sample Sizes

Grade	Schools in Planned Sample	Schools Actually Participating	Responses in Planned Sample	Responses Actually Collected
5	44	26	3760	1161
7	25	16	3850	1564
9 and 11	16	9	6920	2455
Total	85	51	14530	5180

TABLE 2

Grade 5 Response Rates and Minority Percents

School	Number Targeted	Number Responded	Percent Responded	Enrolled % Minority	Sample % Minority
1	113	60	53	40	12
2	123	26	16	9	0
3	48	42	88	19	17
4	210	145	69	25	18
5	107	70	65	42	27
6	73	26	36	73	50
7	110	33	30	55	43
8	96	14	15	70	50
9	123	73	59	67	59
10	66	43	65	10	14
11	70	32	46	18	21
12	58	22	38	32	0
13	70	41	59	22	19
14	124	58	47	22	13
15	81	28	35	52	33
16	79	18	23	60	29
17	57	21	37	67	33
18	98	70	71	56	24
19	98	65	66	38	31
20	113	31	27	31	0
21	62	22	35	31	25
22	70	52	74	17	31
23	82	39	48	12	0
24	84	53	63	0	0
25	48	37	77	16	0
26	57	40	70	13	11
Total	**2320**	**1161**	**50%**	**33%**	**21%**

TABLE 3

Grade 7 Response Rates and Minority Percents					
School	Number Targeted	Number Responded	Percent Responded	Enrolled % Minority	Sample % Minority
1	177	116	65	25	18
2	126	58	46	25	9
3	124	60	48	44	25
4	370	257	69	55	38
5	133	88	66	4	0
6	178	116	65	18	20
7	81	69	85	9	5
8	186	81	43	30	21
9	131	53	40	16	65
10	143	30	21	37	32
11	127	25	20	51	25
12	215	104	48	33	29
13	235	155	66	24	27
14	109	86	79	2	0
15	279	206	74	27	20
16	128	60	47	9	9
Total	**2742**	**1564**	**55%**	**26%**	**21%**

TABLE 4

Grade 9 Response Rates and Minority Percents

School	Number Targeted	Number Responded	Percent Responded	Enrolled % Minority	Sample % Minority
1	494	165	34	41	29
2	211	219	84	12	9
3	147	142	96	3	6
4	251	99	40	52	64
5	179	137	76	5	6
6	265	169	64	25	25
7	7	7	100	0	0
8	238	121	50	31	17
Total	**1792**	**1059**	**70%**	**21%**	**20%**

TABLE 5

Grade 11 Response Rates and Minority Percents

School	Number Targeted	Number Responded	Percent Responded	Enrolled % Minority	Sample % Minority
1	832	140	17	38	30
2	247	60	24	22	29
3	170	190	112[1]	13	8
4	147	159	108[1]	7	1
5	221	154	70	52	43
6	177	79	45	2	3
7	246	187	76	22	15
8	323	361	112[1]	24	18
9	221	66	30	25	18
Total	**2584**	**1396**	**66%**	**23%**	**18%**

[1] Estimated response rates for high schools occasionally exceed 100% due to oversampling at individual schools resulting from unequal sizes of classes selected for the sample.

TABLE 6

Grade 5 Representative Frequencies, Percents, and Standard Errors				
		Frequency	Percent	Standard Error (+/-)
Gender	Male	548	46.8	1.4
	Female	624	53.2	1.4
	Total	1172	100.0	
Ethnicity	Black	44	3.8	0.7
	Filipino	67	5.8	1.8
	Indochinese	68	5.9	0.5
	Other Asian	67	5.8	1.2
	Native American	49	4.3	0.6
	Latino/Hispanic	237	20.7	2.8
	White	502	43.8	2.5
	Other	113	9.9	0.9
	Total	1147	100.0	
Times Used Tobacco Since Last September	Never	1094	93.7	0.8
	Occasional	66	5.7	0.3
	Weekly	4	0.3	0.2
	Daily	4	0.3	0.1
	Total	1168	100.0	
Times Used Alcohol Since Last September	Never	923	79.9	1.3
	Occasional	224	19.4	1.1
	Weekly	4	0.3	0.2
	Daily	4	0.3	0.2
	Total	1155	99.9	
Times Used Marijuana Since Last September	Never	1142	99.2	0.3
	Occasional	7	0.6	0.3
	Weekly	0	0.0	
	Daily	2	0.2	0.1
	Total	1151	100.0	

TABLE 7

Grade 7 Representative Frequencies, Percents, and Standard Errors

		Frequency	Percent	Standard Error (+/-)
Gender	Male	695	44.6	1.8
	Female	864	55.4	1.8
	Total	1559	100.0	
Ethnicity	Black	56	3.7	0.4
	Filipino	97	6.4	1.1
	Indochinese	76	5.0	1.0
	Other Asian	137	8.9	1.4
	Native American	24	1.6	0.4
	Latino/Hispanic	323	21.2	3.5
	White	715	46.9	3.0
	Other	96	6.3	0.6
	Total	1524	100.0	
Times Used Tobacco Since Last September	Never	1244	79.7	1.5
	Occasional	261	16.7	1.1
	Weekly	23	1.5	0.2
	Daily	33	2.1	0.8
	Total	1561	100.0	
Times Used Alcohol Since Last September	Never	877	56.9	1.9
	Occasional	614	39.8	1.8
	Weekly	37	2.4	0.3
	Daily	13	0.8	0.4
	Total	1541	99.9	
Times Used Marijuana Since Last September	Never	1463	93.8	1.0
	Occasional	74	4.7	0.7
	Weekly	16	1.0	0.2
	Daily	6	0.4	0.2
	Total	1559	99.9	

TABLE 8

Grade 9 Representative Frequencies, Percents, and Standard Errors				
		Frequency	Percent	Standard Error (+/-)
Gender	Male	502	47.7	1.2
	Female	550	52.3	1.2
	Total	1052	100.0	
Ethnicity	Black	39	3.7	1.6
	Filipino	59	5.7	3.0
	Indochinese	68	6.6	2.2
	Other Asian	149	14.4	2.2
	Native American	16	1.5	0.4
	Latino/Hispanic	162	15.6	3.1
	White	512	49.4	8.8
	Other	31	3.0	0.5
	Total	1036	99.9	
Times Used Tobacco Since Last September	Never	798	75.7	1.8
	Occasional	192	18.2	1.1
	Weekly	14	1.3	0.2
	Daily	50	4.7	0.7
	Total	1054	99.9	
Times Used Alcohol Since Last September	Never	494	47.8	2.7
	Occasional	474	45.9	2.1
	Weekly	56	5.4	1.5
	Daily	9	0.9	0.4
	Total	1033	100.0	
Times Used Marijuana Since Last September	Never	932	88.7	1.7
	Occasional	94	8.9	1.1
	Weekly	15	1.4	0.5
	Daily	10	1.0	0.3
	Total	1051	100.0	

TABLE 9

Grade 11 Representative Frequencies, Percents, and Standard Errors

		Frequency	Percent	Standard Error (+/-)
Gender	Male	707	50.7	1.2
	Female	687	49.3	1.2
	Total	1394	100.0	
Ethnicity	Black	32	2.3	0.5
	Filipino	59	4.3	2.5
	Indochinese	59	4.3	2.4
	Other Asian	171	12.5	1.6
	Native American	20	1.5	0.3
	Latino/Hispanic	225	16.4	2.2
	White	766	56.1	6.3
	Other	34	2.5	0.3
	Total	1366	99.9	
Times Used Tobacco Since Last September	Never	905	64.9	3.1
	Occasional	303	21.7	1.9
	Weekly	52	3.7	0.7
	Daily	134	9.6	1.3
	Total	1394	99.9	
Times Used Alcohol Since Last September	Never	399	29.0	3.8
	Occasional	722	52.5	2.1
	Weekly	224	16.3	2.2
	Daily	29	2.1	0.4
	Total	1374	99.9	
Times Used Marijuana Since Last September	Never	1061	76.4	2.7
	Occasional	252	18.1	2.6
	Weekly	50	3.6	0.6
	Daily	26	1.9	0.3
	Total	1389	100.0	

TABLE 10

Exclusions Based on Reliability Checks %(n)

Reason for Exclusion	Grade 5	Grade 7	Grade 9	Grade 11
No Response on Drug Use Items	2.0 (26)	2.2 (40)	0.2 (2)	0.5 (7)
Impossible Response (Derbisol)	-	2.3 (42)	1.1 (13)	1.7 (25)
Improbable Frequency and Extent of Drug Use	-	0.6 (10)	0.4 (4)	0.4 (6)
Improbable Response Combinations	1.2 (16)	0.7 (13)	1.0 (11)	0.6 (9)
Honesty Item	7.1 (93)	10.8 (196)	5.4 (62)	4.3 (63)
Total Excluded	9.7 (127)	13.7 (248)	7.1 (81)	6.2 (92)

TABLE 11

Grade 5 Scale Coefficients Alpha

Scale (Number of Items)	Coefficient Alpha	
	Full Sample	Cleaned Sample
Neighborhood (7)	.55	.77
Family (12)	.53	.68
Friends (6)	.51	.59
School (19)	.39	.77
Social Support (N/A)	N/A	N/A
Drug Attitude (8)	.91	.90
Drug Prevention (N/A)	N/A	N/A

TABLE 12

Grade 7 Scale Coefficients Alpha		
Scale (Number of Items)	Coefficient Alpha	
	Full Sample	Cleaned Sample
Neighborhood (7)	.60	.75
Family (12)	.62	.72
Friends (6)	.54	.67
School (19)	.49	.78
Social Support (3)	.43	.43
Drug Attitude (8)	.92	.89
Drug Prevention (4)	.43	.41

TABLE 13

Grade 9 Scale Coefficients Alpha		
Scale (Number of Items)	Coefficient Alpha	
	Full Sample	Cleaned Sample
Neighborhood (7)	.50	.71
Family (12)	.62	.71
Friends (6)	.50	.63
School (19)	.52	.77
Social Support (3)	.41	.39
Drug Attitude (8)	.90	.88
Drug Prevention (4)	.34	.26

TABLE 14

Grade 11 Scale Coefficients Alpha		
Scale (Number of Items)	Coefficient Alpha	
	Full Sample	Cleaned Sample
Neighborhood (7)	.52	.71
Family (12)	.59	.70
Friends (6)	.47	.66
School (19)	.51	.75
Social Support (3)	.46	.45
Drug Attitude (8)	.89	.87
Drug Prevention (4)	.47	.47

TABLE 15

Gender by Grade				
Grade	Male		Female	
	Number	Percent	Number	Percent
5	548	46.8	624	53.2
7	695	44.6	864	55.4
9	502	47.7	550	52.3
11	707	50.7	687	49.3

TABLE 16

Ethnicity as Reported %(n)								
Grade	Black	Filipino	Indo-Chinese	Other Asian	Native Amer.	Latino/ Hispanic	White	Other
5	3.8(44)	5.8(67)	5.9(68)	5.8 (67)	4.3(49)	20.7(237)	43.8(502)	9.9(113)
7	3.7(56)	6.4(97)	5.0(76)	9.0(137)	1.6(24)	21.2(323)	46.9(715)	6.3 (96)
9	3.8(39)	5.7(59)	6.6(68)	14.4(149)	1.5(16)	15.6(162)	49.4(512)	3.0 (31)
11	2.3(32)	4.3(59)	4.3(59)	12.5(171)	1.5(20)	16.5(225)	56.1(766)	2.5 (34)

TABLE 17

Ethnicity with Asians Collapsed %(n)						
Grade	Black	Asian	Native American	Latino/ Hispanic	White	Other
5	3.8 (44)	17.6 (202)	4.3 (49)	20.7 (237)	43.8 (502)	9.9 (113)
7	3.7 (56)	20.3 (310)	1.6 (24)	21.2 (323)	46.9 (715)	6.3 (96)
9	3.8 (39)	26.6 (276)	1.5 (16)	15.6 (162)	49.4 (512)	3.0 (31)
11	2.3 (32)	21.2 (289)	1.5 (20)	16.5 (225)	56.1 (766)	2.5 (34)

TABLE 18

Grades Usually Received %(n)				
Grade	Mostly As, As & Bs	Mostly Bs, Bs & Cs	Mostly Cs, Cs & Ds	Mostly Ds, Ds & Fs
5	64.7 (756)	27.2 (318)	6.6 (77)	1.5 (18)
7	54.6 (845)	27.0 (418)	14.7 (227)	3.7 (58)
9	49.9 (520)	35.5 (370)	12.9 (135)	1.7 (18)
11	37.8 (524)	41.9 (581)	18.2 (252)	2.1 (29)

TABLE 19

First Tried Tobacco (Percent)

Grade	By Age 10	By Age 12	By Age 14	By Age 16	Ever
5	6.0	7.0	N/A	N/A	7.0
7	12.2	24.6	27.5	N/A	27.6
9	11.7	20.3	34.3	36.3	36.3
11	12.6	24.5	37.7	49.5	50.7

TABLE 20

First Tried Alcohol (Percent)

Grade	By Age 10	By Age 12	By Age 14	By Age 16	Ever
5	21.2	24.1	N/A	N/A	24.1
7	27.6	48.2	53.5	N/A	53.5
9	22.2	40.8	62.0	66.2	66.2
11	18.2	32.8	57.0	79.7	81.9

TABLE 21

First Tried Marijuana (Percent)

Grade	By Age 10	By Age 12	By Age 14	By Age 16	Ever
5	0.6	0.9	N/A	N/A	0.9
7	1.6	4.1	5.9	N/A	5.9
9	1.1	2.5	11.0	13.2	13.2
11	2.3	5.7	14.5	26.8	28.6

TABLE 22

First Tried Other Illegal Drugs (Percent)

Grade	By Age 10	By Age 12	By Age 14	By Age 16	Ever
5	0.8	1.3	N/A	N/A	1.3
7	7.3	12.9	14.2	N/A	14.2
9	2.8	4.7	9.2	10.5	10.5
11	1.5	3.7	7.5	14.0	14.8

TABLE 23

Where Usually Got Tobacco (Percent)

Grade	Never Used	Home	School	Friend's Home	Other
5	94.8	1.8	0.3	1.3	1.9
7	82.4	4.6	1.0	4.7	7.4
9	75.0	5.1	2.5	6.0	11.5
11	62.2	3.5	1.4	8.8	24.1

TABLE 24

Where Usually Got Alcohol (Percent)

Grade	Never Used	Home	School	Friend's Home	Other
5	81.2	12.7	0.2	2.0	3.9
7	60.2	18.7	0.5	10.5	10.1
9	46.3	19.6	0.8	16.6	16.7
11	26.5	14.1	0.1	23.1	36.0

TABLE 25

Where Usually Got Marijuana (Percent)					
Grade	Never Used	Home	School	Friend's Home	Other
5	99.0	0.3	0.0	0.2	0.6
7	93.6	0.9	0.3	2.3	2.8
9	87.2	0.8	2.1	5.0	4.9
11	73.6	1.1	2.3	10.2	12.8

TABLE 26

Where Usually Got Other Illegal Drugs (Percent)					
Grade	Never Used	Home	School	Friend's Home	Other
5	98.7	0.3	0.1	0.2	0.8
7	96.1	0.0	0.2	1.0	2.8
9	95.5	0.2	0.9	1.4	2.0
11	89.8	0.1	1.4	3.2	5.6

TABLE 27

Where Usually Used Tobacco (Percent)					
Grade	Never Used	Home	School	Friend's Home	Other
5	94.4	1.2	0.6	1.2	2.6
7	82.8	4.5	1.0	4.0	7.7
9	75.7	5.8	2.6	5.4	10.5
11	63.4	4.6	3.2	9.8	18.9

TABLE 28

Where Usually Used Alcohol (Percent)

Grade	Never Used	Home	School	Friend's Home	Other
5	81.7	11.3	0.3	1.7	5.1
7	61.2	17.0	0.6	10.3	11.0
9	47.9	17.2	1.0	20.2	13.7
11	28.0	12.1	0.5	34.9	24.5

TABLE 29

Where Usually Used Marijuana (Percent)

Grade	Never Used	Home	School	Friend's Home	Other
5	99.1	0.4	0.1	0.0	0.5
7	93.3	1.1	0.1	2.2	3.2
9	87.6	1.2	1.6	4.5	5.2
11	74.5	0.8	1.3	11.0	12.4

TABLE 30

Where Usually Used Other Illegal Drugs (Percent)

Grade	Never Used	Home	School	Friend's Home	Other
5	98.9	0.4	0.3	0.2	0.4
7	96.1	0.1	0.2	1.0	2.6
9	95.6	0.5	0.4	1.3	2.3
11	89.5	0.3	0.6	3.5	6.1

TABLE 31

Student Perception of Harmfulness of Daily Use (Percent)						
Grade	**Extremely Harmful**		**Moderately Harmful**		**Harmless**	
	Alcohol	**Marijuana**	**Alcohol**	**Marijuana**	**Alcohol**	**Marijuana**
5	88.9	96.3	9.1	1.5	2.1	2.2
7	87.0	94.9	11.5	3.5	1.4	1.6
9	85.1	91.7	13.4	6.4	1.4	1.9
11	83.0	86.9	15.6	10.9	1.4	2.2

TABLE 32

Participated in Prevention Activities (Percent)				
Grade	**Classes on Dangers**	**Lessons on Refusal Skills**	**School Assemblies**	**Social Activities**
5	90.2	96.5	N/A	N/A
7	71.6	84.8	75.2	45.3
9	67.9	78.6	73.7	49.5
11	28.6	56.0	67.8	47.1

TABLE 33

Grade 5 Tobacco Use by Grades Received (Percent)

Grades Usually Received	Never	Occasional	Weekly	Daily
As, As & Bs (n = 756)	95.6	3.5	0.4	0.5
Bs, Bs & Cs (n = 318)	90.4	9.3	0.3	0.0
Cs, Cs & Ds (n = 77)	88.2	11.8	0.0	0.0
Ds, Ds & Fs (n = 18)	94.4	5.6	0.0	0.0

TABLE 34

Grade 5 Alcohol Use by Grades Received (Percent)

Grades Usually Received	Never	Occasional	Weekly	Daily
As, As & Bs (n = 756)	81.4	17.8	0.4	0.4
Bs, Bs & Cs (n = 318)	78.1	21.2	0.3	0.3
Cs, Cs & Ds (n = 77)	74.3	25.7	0.0	0.0
Ds, Ds & Fs (n = 18)	70.6	29.4	0.0	0.0

TABLE 35

Grade 5 Marijuana Use by Grades Received (Percent)

Grades Usually Received	Never	Occasional	Weekly	Daily
As, As & Bs (n = 756)	99.3	0.4	0.0	0.3
Bs, Bs & Cs (n = 318)	99.4	0.7	0.0	0.0
Cs, Cs & Ds (n = 77)	97.3	2.7	0.0	0.0
Ds, Ds & Fs (n = 18)	100.0	0.0	0.0	0.0

TABLE 36

Grade 5 Other Illegal Drug Use by Grades Received (Percent)

Grades Usually Received	Never	Occasional	Weekly	Daily
As, As & Bs (n = 756)	99.2	0.5	0.1	0.1
Bs, Bs & Cs (n = 318)	99.4	0.6	0.0	0.0
Cs, Cs & Ds (n = 77)	98.6	1.4	0.0	0.0
Ds, Ds & Fs (n = 18)	100.0	0.0	0.0	0.0

TABLE 37

Grade 7 Tobacco Use by Grades Received (Percent)				
Grades Usually Received	Never	Occasional	Weekly	Daily
As, As & Bs (n = 845)	89.7	9.5	0.1	0.7
Bs, Bs & Cs (n = 418)	74.3	20.9	2.4	2.4
Cs, Cs & Ds (n = 227)	60.4	30.8	4.0	4.8
Ds, Ds & Fs (n = 58)	49.1	35.1	5.3	10.5

TABLE 38

Grade 7 Alcohol Use by Grades Received (Percent)				
Grades Usually Received	Never	Occasional	Weekly	Daily
As, As & Bs (n = 845)	65.8	33.5	0.7	0.0
Bs, Bs & Cs (n = 418)	47.7	47.7	3.1	1.4
Cs, Cs & Ds (n = 227)	36.6	56.4	4.4	2.6
Ds, Ds & Fs (n = 58)	27.6	51.7	13.8	6.9

TABLE 39

Grade 7 Marijuana Use by Grades Received (Percent)				
Grades Usually Received	Never	Occasional	Weekly	Daily
As, As & Bs (n = 845)	98.2	1.2	0.6	0.0
Bs, Bs & Cs (n = 418)	94.2	4.3	1.0	0.5
Cs, Cs & Ds (n = 227)	85.3	12.4	1.8	0.4
Ds, Ds & Fs (n = 58)	62.1	27.6	5.2	5.2

TABLE 40

Grade 7 Other Illegal Drug Use by Grades Received (Percent)				
Grades Usually Received	Never	Occasional	Weekly	Daily
As, As & Bs (n = 845)	87.6	10.4	0.6	1.4
Bs, Bs & Cs (n = 418)	79.4	17.7	1.7	1.2
Cs, Cs & Ds (n = 227)	76.7	20.3	0.4	2.6
Ds, Ds & Fs (n = 58)	60.3	29.3	1.7	8.6

TABLE 41

Grade 9 Tobacco Use by Grades Received (Percent)

Grades Usually Received	Never	Occasional	Weekly	Daily
As, As & Bs (n = 520)	89.0	9.4	0.8	0.8
Bs, Bs & Cs (n = 370)	68.2	25.0	1.6	5.2
Cs, Cs & Ds (n = 135)	51.9	32.6	3.0	12.6
Ds, Ds & Fs (n = 18)	38.9	11.1	0.0	50.0

TABLE 42

Grade 9 Alcohol Use by Grades Received (Percent)

Grades Usually Received	Never	Occasional	Weekly	Daily
As, As & Bs (n = 520)	59.0	38.1	2.9	0.0
Bs, Bs & Cs (n = 370)	39.0	52.3	7.3	1.4
Cs, Cs & Ds (n = 135)	21.5	63.7	11.9	3.0
Ds, Ds & Fs (n = 18)	22.2	50.0	22.2	5.6

TABLE 43

Grade 9 Marijuana Use by Grades Received (Percent)

Grades Usually Received	Never	Occasional	Weekly	Daily
As, As & Bs (n = 520)	95.8	3.8	0.2	0.2
Bs, Bs & Cs (n = 370)	86.4	11.4	1.9	0.3
Cs, Cs & Ds (n = 135)	72.5	20.6	3.8	3.1
Ds, Ds & Fs (n = 18)	44.4	27.8	11.1	16.7

TABLE 44

Grade 9 Other Illegal Drug Use by Grades Received (Percent)

Grades Usually Received	Never	Occasional	Weekly	Daily
As, As & Bs (n = 520)	93.8	5.4	0.0	0.8
Bs, Bs & Cs (n = 370)	86.5	12.7	0.3	0.5
Cs, Cs & Ds (n = 135)	76.9	20.9	1.5	0.7
Ds, Ds & Fs (n = 18)	44.4	38.9	5.6	11.1

TABLE 45

Grade 11 Tobacco Use by Grades Received (Percent)				
Grades Usually Received	**Never**	**Occasional**	**Weekly**	**Daily**
As, As & Bs (n = 524)	76.1	16.4	2.3	5.2
Bs, Bs & Cs (n = 581)	62.0	24.8	4.5	8.8
Cs, Cs & Ds (n = 252)	51.0	26.3	4.8	17.9
Ds, Ds & Fs (n = 29)	48.3	13.8	3.4	34.5

TABLE 46

Grade 11 Alcohol Use by Grades Received (Percent)				
Grades Usually Received	**Never**	**Occasional**	**Weekly**	**Daily**
As, As & Bs (n = 524)	38.4	51.4	9.6	0.6
Bs, Bs & Cs (n = 581)	22.5	57.1	17.9	2.4
Cs, Cs & Ds (n = 252)	17.9	52.8	24.2	5.2
Ds, Ds & Fs (n = 29)	13.8	41.4	44.8	0.0

TABLE 47

Grade 11 Marijuana Use by Grades Received (Percent)				
Grades Usually Received	**Never**	**Occasional**	**Weekly**	**Daily**
As, As & Bs (n = 524)	86.4	10.7	2.3	0.6
Bs, Bs & Cs (n = 581)	75.9	18.9	3.5	1.7
Cs, Cs & Ds (n = 252)	61.2	31.2	5.6	2.0
Ds, Ds & Fs (n = 29)	44.8	20.7	13.8	20.7

TABLE 48

Grade 11 Other Illegal Drug Use by Grades Received (Percent)				
Grades Usually Received	**Never**	**Occasional**	**Weekly**	**Daily**
As, As & Bs (n = 524)	90.6	7.8	1.0	0.6
Bs, Bs & Cs (n = 581)	86.6	11.9	1.4	0.2
Cs, Cs & Ds (n = 252)	78.6	18.7	1.2	1.6
Ds, Ds & Fs (n = 29)	65.5	27.6	6.9	0.0

TABLE 49

Grade 5 Tobacco Use by Ethnicity and Gender (Percent)

Ethnicity	Gender	Never	Occasional	Weekly	Daily
Asian (n = 202)	Male	98.0	2.0	0.0	0.0
	Female	99.0	1.0	0.0	0.0
	Total	98.5	1.5	0.0	0.0
Black (n = 44)	Male	*	*	*	*
	Female	*	*	*	*
	Total	(90.7)	(9.3)	(0.0)	(0.0)
Latino/ Hispanic (n = 237)	Male	84.4	14.6	0.0	1.0
	Female	91.2	8.1	0.7	0.0
	Total	88.4	10.7	0.4	0.4
Native American (n = 49)	Male	*	*	*	*
	Female	*	*	*	*
	Total	(91.7)	(6.3)	(2.1)	(0.0)
White (n = 502)	Male	93.0	6.1	0.4	0.4
	Female	95.7	3.9	0.0	0.4
	Total	94.4	5.0	0.2	0.4
Other (n = 113)	Male	96.0	4.0	0.0	0.0
	Female	96.8	3.2	0.0	0.0
	Total	96.5	3.5	0.0	0.0
Total (n = 1147)	Male	92.7	6.4	0.6	0.4
	Female	94.5	5.0	0.2	0.3
	Total	93.7	5.7	0.3	0.3

* Insufficient cell size

TABLE 50

Grade 7 Tobacco Use by Ethnicity and Gender (Percent)

Ethnicity	Gender	Never	Occasional	Weekly	Daily
Asian (n = 310)	Male	86.2	10.3	2.1	1.4
	Female	89.7	9.1	0.6	0.6
	Total	88.1	9.7	1.3	1.0
Black (n = 56)	Male	•	•	•	•
	Female	•	•	•	•
	Total	(75.0)	(21.4)	(3.6)	(0.0)
Latino/ Hispanic (n = 323)	Male	71.4	22.6	1.5	4.5
	Female	71.8	21.8	2.7	3.7
	Total	71.4	22.4	2.2	4.0
Native American (n = 24)	Male	•	•	•	•
	Female	•	•	•	•
	Total	(75.0)	(25.0)	(0.0)	(0.0)
White (n = 715)	Male	77.9	18.8	1.8	1.5
	Female	82.4	14.7	0.5	2.4
	Total	80.4	16.5	1.1	2.0
Other (n = 96)	Male	•	•	•	•
	Female	•	•	•	•
	Total	(79.2)	(17.7)	(2.1)	(1.0)
Total (n = 1524)	Male	78.7	17.4	1.9	2.0
	Female	80.6	16.0	1.2	2.2
	Total	79.7	16.7	1.5	2.1

• Insufficient cell size

TABLE 51

Grade 9 Tobacco Use by Ethnicity and Gender (Percent)					
Ethnicity	Gender	Never	Occasional	Weekly	Daily
Asian (n = 276)	Male	81.6	14.2	0.7	3.5
	Female	87.2	9.8	0.0	3.0
	Total	83.7	12.7	0.4	3.3
Black (n = 39)	Male	*	*	*	*
	Female	*	*	*	*
	Total	(94.9)	(5.1)	(0.0)	(0.0)
Latino/ Hispanic (n = 162)	Male	69.9	26.5	1.2	2.4
	Female	61.0	32.5	2.6	3.9
	Total	65.4	29.0	1.9	3.7
Native American (n = 16)	Male	*	*	*	*
	Female	*	*	*	*
	Total	(87.5)	(6.3)	(0.0)	(6.3)
White (n = 512)	Male	73.1	18.9	2.5	5.5
	Female	73.3	18.9	1.1	6.7
	Total	73.1	19.1	1.8	6.1
Other (n = 31)	Male	*	*	*	*
	Female	*	*	*	*
	Total	(77.4)	(16.1)	(0.0)	(6.5)
Total (n = 1036)	Male	76.6	17.8	1.6	4.0
	Female	75.5	18.2	1.1	5.3
	Total	75.7	18.2	1.3	4.7

* Insufficient cell size

TABLE 52

Grade 11 Tobacco Use by Ethnicity and Gender (Percent)					
Ethnicity	Gender	Never	Occasional	Weekly	Daily
Asian (n = 289)	Male	78.3	14.6	2.5	4.5
	Female	80.3	12.1	1.5	6.1
	Total	79.2	13.5	2.1	5.2
Black (n = 32)	Male	*	*	*	*
	Female	*	*	*	*
	Total	(78.1)	(15.6)	(0.0)	(6.3)
Latino/ Hispanic (n = 225)	Male	62.3	26.4	4.7	6.6
	Female	64.4	26.3	1.7	7.6
	Total	63.4	26.3	3.1	7.1
Native American (n = 20)	Male	*	*	*	*
	Female	*	*	*	*
	Total	(55.0)	(15.0)	(15.0)	(15.0)
White (n = 766)	Male	58.3	25.3	5.5	10.8
	Female	62.5	22.1	3.1	12.2
	Total	60.4	23.8	4.3	11.5
Other (n = 34)	Male	*	*	*	*
	Female	*	*	*	*
	Total	(61.8)	(26.5)	(5.9)	(5.9)
Total (n = 1366)	Male	63.5	22.8	4.7	9.1
	Female	66.5	20.6	2.8	10.2
	Total	64.9	21.7	3.7	9.6

* Insufficient cell size

TABLE 53

Grade 5 Alcohol Use by Ethnicity and Gender (Percent)

Ethnicity	Gender	Never	Occasional	Weekly	Daily
Asian (n = 202)	Male	92.9	6.1	0.0	1.0
	Female	89.8	10.2	0.0	0.0
	Total	91.4	8.1	0.0	0.5
Black (n = 44)	Male	•	•	•	•
	Female	•	•	•	•
	Total	(75.6)	(24.4)	(0.0)	(0.0)
Latino/ Hispanic (n = 237)	Male	72.9	26.0	0.0	1.0
	Female	76.6	21.9	0.7	0.7
	Total	75.2	23.5	0.4	0.9
Native American (n = 49)	Male	•	•	•	•
	Female	•	•	•	•
	Total	(76.1)	(23.9)	(0.0)	(0.0)
White (n = 502)	Male	75.5	24.1	0.4	0.0
	Female	80.4	18.8	0.8	0.0
	Total	78.0	21.4	0.6	0.0
Other (n = 113)	Male	77.6	22.4	0.0	0.0
	Female	87.1	12.9	0.0	0.0
	Total	83.0	17.0	0.0	0.0
Total (n = 1147)	Male	78.2	21.2	0.2	0.4
	Female	81.3	17.9	0.5	0.3
	Total	79.9	19.4	0.4	0.4

• Insufficient cell size

TABLE 54

Grade 7 Alcohol Use by Ethnicity and Gender (Percent)

Ethnicity	Gender	Never	Occasional	Weekly	Daily
Asian (n = 310)	Male	65.5	33.1	1.4	0.0
	Female	66.7	33.3	0.0	0.0
	Total	66.1	33.2	0.7	0.0
Black (n = 56)	Male	•	•	•	•
	Female	•	•	•	•
	Total	(51.8)	(46.4)	(0.0)	(1.8)
Latino/ Hispanic (n = 323)	Male	44.0	47.8	5.2	3.0
	Female	39.9	52.1	5.3	2.7
	Total	41.5	50.5	5.3	2.8
Native American (n = 24)	Male	•	•	•	•
	Female	•	•	•	•
	Total	(45.8)	(45.8)	(8.3)	(0.0)
White (n = 715)	Male	59.0	38.3	2.4	0.3
	Female	57.1	41.1	1.3	0.5
	Total	57.8	39.9	1.8	0.4
Other (n = 96)	Male	•	•	•	•
	Female	•	•	•	•
	Total	(53.1)	(43.8)	(1.0)	(2.1)
Total (n = 1524)	Male	57.5	38.8	3.0	0.7
	Female	53.4	43.5	1.9	1.3
	Total	55.1	41.5	2.4	1.0

• Insufficient cell size

TABLE 55

Grade 9 Alcohol Use by Ethnicity and Gender (Percent)

Ethnicity	Gender	Never	Occasional	Weekly	Daily
Asian (n = 276)	Male	63.8	32.6	1.4	2.1
	Female	61.7	36.8	1.5	0.0
	Total	62.3	35.1	1.5	1.1
Black (n = 39)	Male	*	*	*	*
	Female	*	*	*	*
	Total	(53.9)	(46.2)	(0.0)	(0.0)
Latino/ Hispanic (n = 162)	Male	38.6	51.8	8.4	1.2
	Female	27.3	58.4	13.0	1.3
	Total	33.3	54.3	11.1	1.2
Native American (n = 16)	Male	*	*	*	*
	Female	*	*	*	*
	Total	(37.5)	(56.3)	(6.3)	(0.0)
White (n = 512)	Male	44.4	46.9	7.9	0.8
	Female	40.1	52.8	6.3	0.7
	Total	42.1	50.1	7.1	0.8
Other (n = 31)	Male	*	*	*	*
	Female	*	*	*	*
	Total	(54.9)	(41.9)	(0.0)	(3.2)
Total (n = 1036)	Male	50.4	42.8	5.6	1.2
	Female	42.8	50.5	6.0	0.7
	Total	46.3	46.9	5.9	1.0

* Insufficient cell size

TABLE 56

Grade 11 Alcohol Use by Ethnicity and Gender (Percent)

Ethnicity	Gender	Never	Occasional	Weekly	Daily
Asian (n = 289)	Male	45.9	49.7	3.8	0.6
	Female	49.2	43.9	4.5	2.3
	Total	47.4	47.1	4.2	1.4
Black (n = 32)	Male	•	•	•	•
	Female	•	•	•	•
	Total	(25.0)	(56.3)	(12.5)	(6.3)
Latino/ Hispanic (n = 225)	Male	22.6	45.3	31.1	0.9
	Female	17.6	63.9	15.1	3.4
	Total	20.0	55.1	22.7	2.2
Native American (n = 20)	Male	•	•	•	•
	Female	•	•	•	•
	Total	(20.0)	(60.0)	(15.0)	(5.0)
White (n = 766)	Male	23.9	52.4	20.8	2.9
	Female	23.0	58.5	17.0	1.6
	Total	23.5	55.4	18.8	2.2
Other (n = 34)	Male	•	•	•	•
	Female	•	•	•	•
	Total	(14.7)	(58.8)	(23.5)	(2.9)
Total (n = 1366)	Male	28.4	50.4	18.8	2.4
	Female	26.5	57.4	14.1	1.9
	Total	27.5	53.8	16.5	2.2

• Insufficient cell size

TABLE 57

Grade 5 Marijuana Use by Ethnicity and Gender (Percent)

Ethnicity	Gender	Never	Occasional	Weekly	Daily
Asian	Male	100.0	0.0	0.0	0.0
	Female	100.0	0.0	0.0	0.0
(n = 202)	Total	100.0	0.0	0.0	0.0
Black	Male	•	•	•	•
	Female	•	•	•	•
(n = 44)	Total	(97.5)	(2.5)	(0.0)	(0.0)
Latino/ Hispanic	Male	97.9	1.1	0.0	1.1
	Female	100.0	0.0	0.0	0.0
(n = 237)	Total	99.1	0.4	0.0	0.4
Native American	Male	•	•	•	•
	Female	•	•	•	•
(n = 49)	Total	(97.8)	(2.2)	(0.0)	(0.0)
White	Male	99.2	0.8	0.0	0.0
	Female	100.0	0.0	0.0	0.0
(n = 502)	Total	99.6	0.4	0.0	0.0
Other	Male	98.0	2.0	0.0	0.0
	Female	100.0	0.0	0.0	0.0
(n = 113)	Total	99.1	0.9	0.0	0.0
Total	Male	98.7	1.1	0.0	0.2
	Female	99.7	0.2	0.0	0.2
(n = 1147)	Total	99.2	0.6	0.0	0.2

• Insufficient cell size

TABLE 58

Grade 7 Marijuana Use by Ethnicity and Gender (Percent)

Ethnicity	Gender	Never	Occasional	Weekly	Daily
Asian (n = 310)	Male	96.6	2.1	1.4	0.0
	Female	98.8	1.2	0.0	0.0
	Total	97.7	1.6	0.7	0.0
Black (n = 56)	Male	•	•	•	•
	Female	•	•	•	•
	Total	(98.2)	(0.0)	(1.8)	(0.0)
Latino/ Hispanic (n = 323)	Male	84.8	9.8	3.8	1.5
	Female	88.8	7.4	2.1	1.6
	Total	87.2	8.4	2.8	1.6
Native American (n = 24)	Male	•	•	•	•
	Female	•	•	•	•
	Total	(95.8)	(4.2)	(0.0)	(0.0)
White (n = 715)	Male	93.6	6.1	0.3	0.0
	Female	96.1	3.7	0.3	0.0
	Total	94.9	4.8	0.3	0.0
Other (n = 96)	Male	•	•	•	•
	Female	•	•	•	•
	Total	(92.7)	(5.2)	(1.0)	(1.0)
Total (1524)	Male	92.5	5.8	1.5	0.3
	Female	94.9	3.9	0.7	0.5
	Total	93.8	4.8	1.0	0.4

• Insufficient cell size

TABLE 59

Grade 9 Marijuana Use by Ethnicity and Gender (Percent)

Ethnicity	Gender	Never	Occasional	Weekly	Daily
Asian (n = 276)	Male	97.2	0.7	0.7	1.4
	Female	97.7	2.3	0.0	0.0
	Total	97.1	1.8	0.4	0.7
Black (n = 39)	Male	•	•	•	•
	Female	•	•	•	•
	Total	(94.7)	(5.3)	(0.0)	(0.0)
Latino/ Hispanic (n = 162)	Male	81.5	14.8	1.2	2.5
	Female	77.6	18.4	3.9	0.0
	Total	79.3	16.4	3.1	1.3
Native American (n = 16)	Male	•	•	•	•
	Female	•	•	•	•
	Total	(75.0)	(25.0)	(0.0)	(0.0)
White (n = 512)	Male	86.2	11.3	1.3	1.3
	Female	88.8	8.2	1.9	1.1
	Total	87.7	9.6	1.6	1.2
Other (n = 31)	Male	•	•	•	•
	Female	•	•	•	•
	Total	(87.1)	(9.7)	(3.2)	(0.0)
Total (n = 1036)	Male	88.8	8.8	1.0	1.4
	Female	88.9	9.0	1.7	0.6
	Total	88.7	8.9	1.4	0.9

• Insufficient cell size

TABLE 60

Grade 11 Marijuana Use by Ethnicity and Gender (Percent)					
Ethnicity	Gender	Never	Occasional	Weekly	Daily
Asian (n = 289)	Male	91.1	6.4	1.9	0.6
	Female	90.9	7.6	1.5	0.0
	Total	91.0	6.9	1.7	0.4
Black (n = 32)	Male	*	*	*	*
	Female	*	*	*	*
	Total	(78.1)	(15.6)	(3.1)	(3.1)
Latino/ Hispanic (n = 225)	Male	62.3	26.4	8.5	2.8
	Female	79.0	17.6	1.7	1.7
	Total	71.1	21.8	4.9	2.2
Native American (n = 20)	Male	*	*	*	*
	Female	*	*	*	*
	Total	(75.0)	(25.0)	(0.0)	(0.0)
White (n = 766)	Male	71.3	19.3	5.9	3.5
	Female	74.0	22.7	2.3	1.0
	Total	72.6	21.1	4.1	2.2
Other (n = 34)	Male	*	*	*	*
	Female	*	*	*	*
	Total	(76.5)	(17.7)	(0.0)	(5.9)
Total (n = 1366)	Male	74.3	17.6	5.3	2.9
	Female	78.6	18.6	1.9	0.9
	Total	76.4	18.1	3.6	1.9

* Insufficient cell size

TABLE 61

Grade 5 Other Illegal Drug Use by Ethnicity and Gender (Percent)

Ethnicity	Gender	Never	Occasional	Weekly	Daily
Asian (n = 202)	Male	100.0	0.0	0.0	0.0
	Female	99.0	1.0	0.0	0.0
	Total	99.5	0.5	0.0	0.0
Black (n = 44)	Male	*	*	*	*
	Female	*	*	*	*
	Total	(100.0)	(0.0)	(0.0)	(0.0)
Latino/ Hispanic (n = 237)	Male	98.9	0.0	1.1	0.0
	Female	100.0	0.0	0.0	0.0
	Total	99.6	0.0	0.4	0.0
Native American (n = 49)	Male	*	*	*	*
	Female	*	*	*	*
	Total	(97.8)	(2.2)	(0.0)	(0.0)
White (n = 502)	Male	99.6	0.4	0.0	0.0
	Female	99.2	0.8	0.0	0.0
	Total	99.4	0.6	0.0	0.0
Other (n = 113)	Male	98.0	2.0	0.0	0.0
	Female	100.0	0.0	0.0	0.0
	Total	99.1	0.9	0.0	0.0
Total (n = 1147)	Male	99.3	0.6	0.2	0.0
	Female	99.2	0.7	0.0	0.2
	Total	99.2	0.6	0.1	0.1

* Insufficient cell size

TABLE 62

Grade 7 Other Illegal Drug Use by Ethnicity and Gender (Percent)					
Ethnicity	Gender	Never	Occasional	Weekly	Daily
Asian (n = 310)	Male	84.1	13.1	0.7	2.1
	Female	81.8	14.5	1.2	2.4
	Total	82.9	13.9	1.0	2.3
Black (n = 56)	Male	*	*	*	*
	Female	*	*	*	*
	Total	(80.4)	(14.3)	(0.0)	(5.4)
Latino/ Hispanic (n = 323)	Male	79.9	17.2	0.7	2.2
	Female	75.5	20.7	2.1	1.6
	Total	77.4	19.2	1.6	1.9
Native American (n = 24)	Male	*	*	*	*
	Female	*	*	*	*
	Total	(87.5)	(12.5)	(0.0)	(0.0)
White (n = 715)	Male	84.8	12.5	0.9	1.8
	Female	85.9	12.6	0.8	0.8
	Total	85.3	12.6	0.8	1.3
Other (n = 96)	Male	*	*	*	*
	Female	*	*	*	*
	Total	(80.2)	(18.8)	(0.0)	(1.0)
Total (n = 1524)	Male	83.4	13.8	0.7	2.0
	Female	82.1	15.2	1.0	1.7
	Total	82.7	14.6	0.9	1.9

* Insufficient cell size

TABLE 63

Grade 9 Other Illegal Drug Use by Ethnicity and Gender (Percent)

Ethnicity	Gender	Never	Occasional	Weekly	Daily
Asian (n = 276)	Male	93.6	6.4	0.0	0.0
	Female	87.2	11.3	0.8	0.8
	Total	90.6	8.7	0.4	0.4
Black (n = 39)	Male	*	*	*	*
	Female	*	*	*	*
	Total	(94.6)	(2.7)	(0.0)	(2.7)
Latino/ Hispanic (n = 162)	Male	83.1	15.7	0.0	1.2
	Female	77.9	19.5	1.3	1.3
	Total	80.9	17.3	0.6	1.2
Native American (n = 16)	Male	*	*	*	*
	Female	*	*	*	*
	Total	(75.0)	(18.8)	(6.3)	(0.0)
White (n = 512)	Male	88.4	10.4	0.4	0.8
	Female	90.7	8.5	0.4	0.4
	Total	89.7	9.4	0.4	0.6
Other (n = 31)	Male	*	*	*	*
	Female	*	*	*	*
	Total	(83.9)	(12.9)	(0.0)	(3.2)
Total (n = 1036)	Male	89.2	9.8	0.2	0.8
	Female	87.0	11.3	0.7	0.9
	Total	88.2	10.5	0.5	0.9

* Insufficient cell size

TABLE 64

Grade 11 Other Illegal Drug Use by Ethnicity and Gender (Percent)

Ethnicity	Gender	Never	Occasional	Weekly	Daily
Asian (n = 289)	Male	89.9	9.6	0.0	0.6
	Female	90.9	9.1	0.0	0.0
	Total	90.3	9.3	0.0	0.4
Black (n = 32)	Male	•	•	•	•
	Female	•	•	•	•
	Total	(93.8)	(6.3)	(0.0)	(0.0)
Latino/ Hispanic (n = 225)	Male	84.0	13.2	2.8	0.0
	Female	90.8	8.4	0.0	0.8
	Total	87.6	10.7	1.3	0.4
Native American (n = 20)	Male	•	•	•	•
	Female	•	•	•	•
	Total	(90.0)	(10.0)	(0.0)	(0.0)
White (n = 766)	Male	82.4	15.0	1.6	1.1
	Female	86.5	11.5	1.8	0.3
	Total	84.3	13.3	1.7	0.7
Other (n = 34)	Male	•	•	•	•
	Female	•	•	•	•
	Total	(82.4)	(11.8)	(2.9)	(2.9)
Total (n = 1366)	Male	84.2	13.6	1.4	0.9
	Female	88.1	10.5	1.2	0.3
	Total	86.0	12.1	1.3	0.6

• Insufficient cell size

TABLE 65

Grade 5 Scale/Scale Correlations

	Neighborhood	Family	Friends	School	Social Support	Drug Attitude
Family	0.31**					
Friends	0.37**	0.30**				
School	0.37**	0.48**	0.41**			
Social Support	N/A	N/A	N/A	N/A		
Drug Attitude	0.16**	0.18**	0.15**	0.17**	N/A	
Drug Prevention	N/A	N/A	N/A	N/A	N/A	N/A

TABLE 66

Grade 5 Other Correlations

	Tobacco Use	Alcohol Use	Marijuana Use	Other Drug Use	Gender	GPA
Alcohol Use	0.40**					
Marijuana Use	0.56**	0.39**				
Other Drug Use	0.50**	0.33**	0.81**			
Gender	0.04	0.03	0.02	-0.01		
GPA	-0.03	-0.05	0.00	0.04	-0.07	
Neighborhood	-0.19**	-0.20**	-0.16**	-0.14**	-0.04	0.18**
Family	-0.18**	-0.23**	-0.05	-0.03	0.01	0.26**
Friends	-0.26**	-0.25**	-0.09*	-0.12**	-0.16**	0.23**
School	-0.21**	-0.28**	-0.11*	-0.10*	-0.07	0.19**
Social Support	N/A	N/A	N/A	N/A	N/A	N/A
Drug Attitude	-0.18**	-0.21**	-0.17**	-0.17**	0.01	0.07*
Drug Prevention	N/A	N/A	N/A	N/A	N/A	N/A
Black	0.00	0.00	0.06	-0.01	-0.02	-0.07*
Asian	-0.08*	-0.10*	-0.03	0.00	0.02	0.17**
Native American	0.02	0.02	0.01	0.02	0.03	-0.06
Latino	0.08*	0.06	0.04	0.03	-0.06	-0.23**
White	0.01	0.03	-0.03	-0.02	0.03	0.13**
Other Race	-0.04	-0.03	-0.01	0.00	-0.01	-0.02

* significant at p < .01; ** significant at p < .001

TABLE 67

Grade 7 Scale/Scale Correlations						
	Neighborhood	Family	Friends	School	Social Support	Drug Attitude
Family	0.45**					
Friends	0.51**	0.46**				
School	0.43**	0.51**	0.48**			
Social Support	0.15**	0.31**	0.17**	0.38**		
Drug Attitude	0.31**	0.31**	0.38**	0.33**	0.08*	
Drug Prevention	0.11**	0.18**	0.15**	0.25**	0.15**	0.15**

TABLE 68

Grade 7 Other Correlations						
	Tobacco Use	Alcohol Use	Marijuana Use	Other Drug Use	Gender	GPA
Alcohol Use	0.51**					
Marijuana Use	0.55**	0.49**				
Other Drug Use	0.21**	0.29**	0.26**			
Gender	0.01	-0.01	0.04	-0.01		
GPA	-0.31**	-0.34**	-0.25**	-0.15**	-0.07*	
Neighborhood	-0.36**	-0.42**	-0.35**	-0.19**	-0.03	0.35**
Family	-0.36**	-0.43**	-0.30**	-0.24**	-0.02	0.37**
Friends	-0.46**	-0.48**	-0.46**	-0.25**	-0.14**	0.37**
School	-0.29**	-0.35**	-0.25**	-0.24**	-0.07*	0.32**
Social Support	-0.13**	-0.15**	-0.10**	-0.08*	-0.03	0.09**
Drug Attitude	-0.33**	-0.34**	-0.32**	-0.19**	-0.04	0.27**
Drug Prevention	-0.08*	-0.08*	-0.06	-0.08**	-0.07*	0.11**
Black	0.00	0.00	-0.02	0.02	-0.05	-0.07*
Asian	-0.08**	-0.12**	-0.07*	0.00	0.02	0.21**
Native American	0.01	0.02	-0.02	-0.02	0.00	-0.06*
Latino	0.12**	0.20**	0.16**	0.06	-0.03	-0.32**
White	-0.02	-0.08**	-0.08*	-0.05	0.03	0.14**
Other Race	-0.01	0.03	0.02	0.00	-0.01	-0.01

* significant at $p < .01$; ** significant at $p < .001$

TABLE 69

Grade 9 Scale/Scale Correlations

	Neighborhood	Family	Friends	School	Social Support	Drug Attitude
Family	0.29**					
Friends	0.45**	0.37**				
School	0.39**	0.49**	0.45**			
Social Support	0.10*	0.35**	0.18**	0.41**		
Drug Attitude	0.23**	0.29**	0.42**	0.28**	0.11**	
Drug Prevention	0.04	0.13**	0.16**	0.27**	0.22**	0.14**

TABLE 70

Grade 9 Other Correlations

	Tobacco Use	Alcohol Use	Marijuana Use	Other Drug Use	Gender	GPA
Alcohol Use	0.55**					
Marijuana Use	0.61**	0.51**				
Other Drug Use	0.43**	0.33**	0.46**			
Gender	-0.03	-0.06	0.01	-0.04		
GPA	-0.37**	-0.34**	-0.31**	-0.21**	-0.03	
Neighborhood	-0.23**	-0.39**	-0.32**	-0.21**	-0.01	0.28**
Family	-0.29**	-0.34**	-0.23**	-0.22**	0.03	0.36**
Friends	-0.51**	-0.59**	-0.48**	-0.34**	-0.05	0.40**
School	-0.28**	-0.32**	-0.25**	-0.22**	0.04	0.34**
Social Support	-0.16**	-0.15**	-0.06	-0.11**	0.06	0.14**
Drug Attitude	-0.44**	-0.46**	-0.44**	-0.33**	-0.02	0.25**
Drug Prevention	-0.13**	-0.06	-0.11**	-0.08*	-0.06	0.11**
Black	-0.07	-0.04	-0.04	-0.02	-0.03	-0.07
Asian	-0.10*	-0.19**	-0.12**	-0.03	0.04	0.26**
Native American	-0.01	0.02	0.04	0.06	-0.03	-0.01
Latino	0.05	0.14**	0.09*	0.06	0.03	-0.28**
White	0.09*	0.08*	0.04	-0.04	-0.02	0.01
Other Race	0.00	0.01	0.01	0.04	-0.06	-0.01

* significant at p < .01; ** significant at p < .001

TABLE 71

Grade 11 Scale/Scale Correlations

	Neighborhood	Family	Friends	School	Social Support	Drug Attitude
Family	0.32**					
Friends	0.47**	0.37**				
School	0.35**	0.43**	0.32**			
Social Support	0.15**	0.30**	0.20**	0.32**		
Drug Attitude	0.30**	0.28**	0.47**	0.21**	0.13**	
Drug Prevention	0.05	0.09**	0.05	0.26**	0.13**	0.10**

TABLE 72

Grade 11 Other Correlations

	Tobacco Use	Alcohol Use	Marijuana Use	Other Drug Use	Gender	GPA
Alcohol Use	0.49**					
Marijuana Use	0.56**	0.48**				
Other Drug Use	0.34**	0.26**	0.45**			
Gender	0.01	0.03	0.09**	0.06		
GPA	-0.23**	-0.25**	-0.23**	-0.13**	-0.02	
Neighborhood	-0.23**	-0.34**	-0.30**	-0.24**	-0.07*	0.21**
Family	-0.30**	-0.34**	-0.29**	-0.22**	-0.11**	0.29**
Friends	-0.53**	-0.61**	-0.55**	-0.34**	-0.15**	0.29**
School	-0.21**	-0.21**	-0.18**	-0.15**	0.04	0.26**
Social Support	-0.11**	-0.19**	-0.13**	-0.07*	-0.06	0.09**
Drug Attitude	-0.46**	-0.49**	-0.49**	-0.31**	-0.12**	0.20**
Drug Prevention	-0.05	0.02	-0.06	-0.08*	-0.13**	0.00
Black	-0.03	0.00	0.00	-0.03	0.03	-0.06
Asian	-0.12**	-0.25**	-0.16**	-0.08*	0.03	0.23**
Native American	0.04	0.01	-0.03	-0.03	0.02	-0.06
Latino	-0.02	0.09**	0.04	-0.01	-0.03	-0.23**
White	0.12**	0.12**	0.11**	0.08*	-0.03	0.02
Other Race	0.00	0.05	0.01	0.03	0.04	-0.04

* significant at $p < .01$; ** significant at $p < .001$

TABLE 73

Regression Summary				
Grade	**Tobacco**	**Alcohol**	**Marijuana**	**Other**
5	.10 FR,(SC)	.13 FR,SC,AT		
7	.29 NE,FA,FR,AT	.34 NE,FA,FR,AT	.27 NE,FR,AT	.10 (FA)(FR)(SC), AT
9	.29 FR,AT GRADES .02	.43 NE,FR,AT	.30 (NE),FR,AT GRADES .01	.15 FR,AT
11	.34 FA,FR,AT	.43 FA,FR,AT ASIAN .01	.37 FA,FR,AT	.14 FA,FR,AT

First line contains RSQ for the model with all scales only.

Second line shows scales which are significant at $p < .001$, and in parentheses those significant at $p < .01$.

Third line shows gender, ethnicity, and/or grades if any add at least .01 to the RSQ and are significant at either $p < .01$ or $p < .001$; and shows the increase in RSQ.

Scale abbreviations

NE: neighborhood influences
FA: family influences
FR: influence of friends
SC: school influences
AT: drug attitudes
SS: social support
PR: prevention activities

VI. FIGURES

Figure 1

Drug Use by Grade Level (Percent)

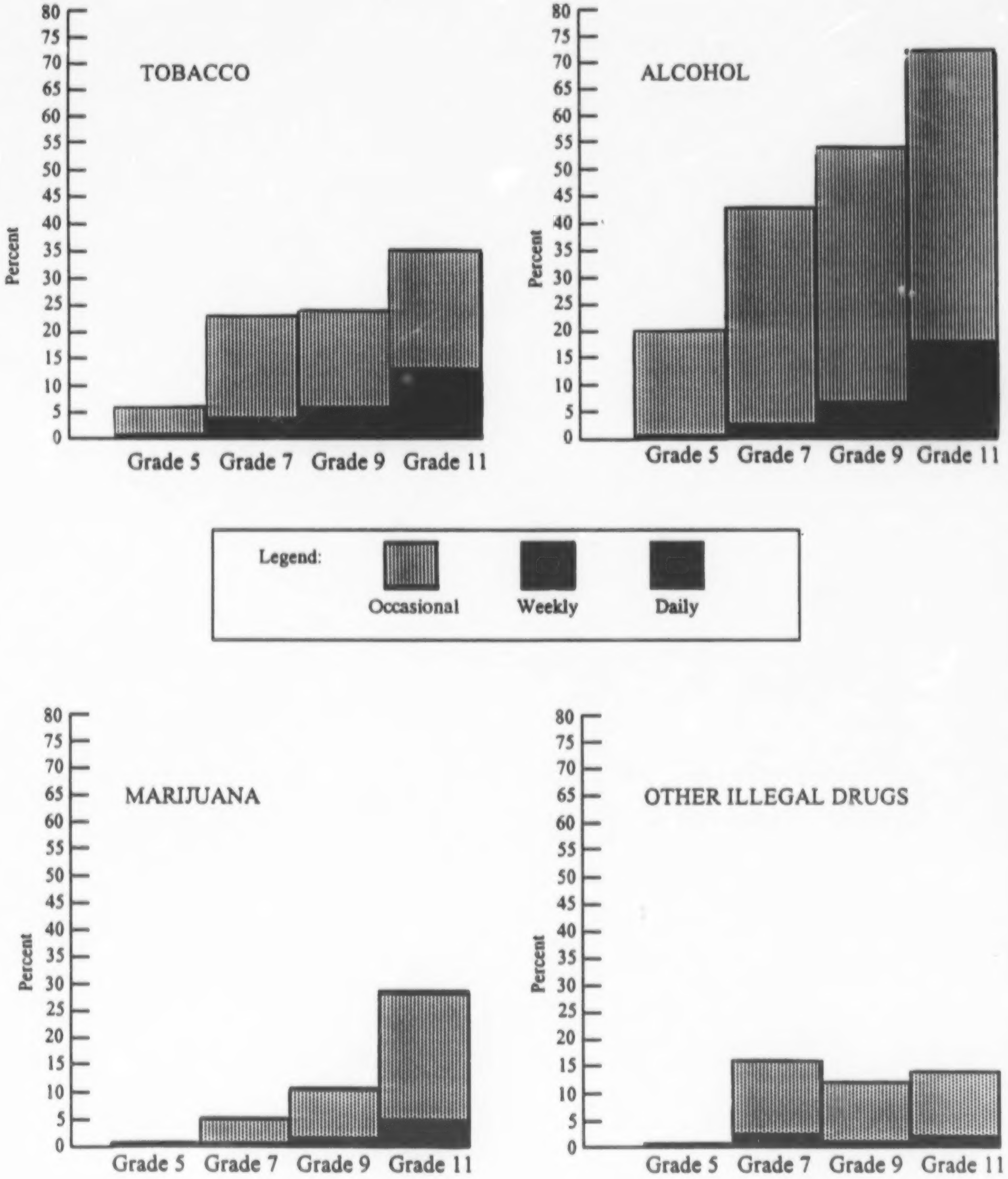
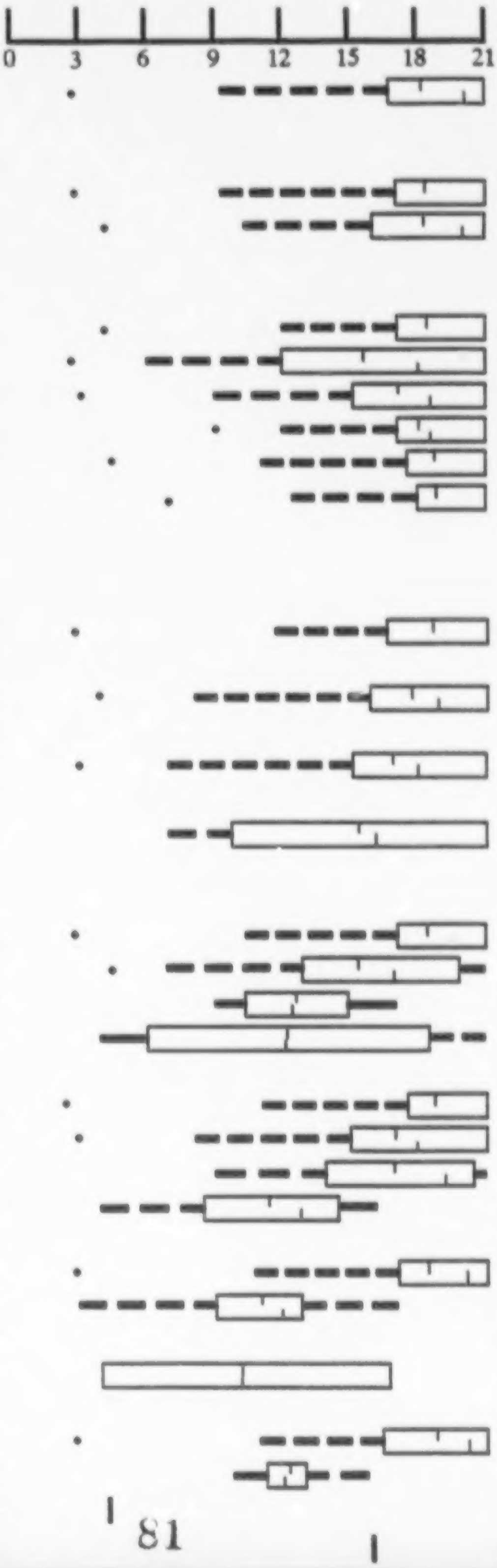


Figure 2

5th Grade

Neighborhood Scale

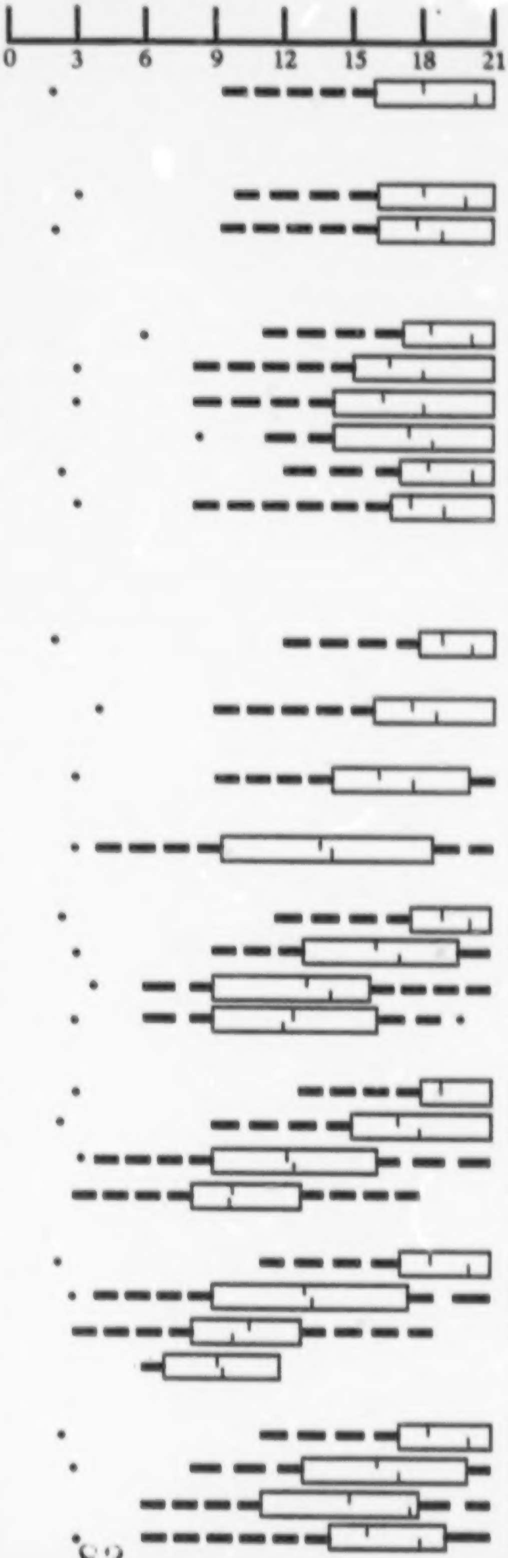


	Number in Sample	Median	Mean Score	Standard Deviation
Total:	1096	20.00	18.31	3.77
Sex:				
Female	585	21.00	18.46	3.76
Male	507	20.00	18.14	3.72
Ethnicity:				
Asian	191	21.00	18.60	3.50
Black	42	18.00	15.79	5.64
Latino/Hispanic	222	18.67	17.22	4.46
Native American	43	18.67	18.22	3.13
White	467	21.00	18.83	3.26
Other	104	21.00	19.20	2.98
Grades Received:				
Mostly As, As & Bs	712	21.00	18.75	3.41
Mostly Bs, Bs & Cs	294	19.00	17.77	4.03
Mostly Cs, Cs & Ds	69	18.00	16.82	4.53
Mostly Ds, Ds & Fs	16	16.40	15.44	5.49
Tobacco Use:				
Never	1017	21.00	18.53	3.60
Ever	63	16.80	15.63	4.52
Weekly	4	12.50	12.75	3.30
Daily	4	12.17	12.33	7.73
Alcohol Use:				
Never	856	21.00	18.73	3.45
Ever	211	18.00	17.06	4.24
Weekly	4	19.33	17.17	5.53
Daily	4	12.72	11.44	5.25
Marijuana Use:				
Never	1063	20.00	18.44	3.63
Ever	6	12.00	11.00	4.73
Weekly	0	0.00	0.00	0.00
Daily	2	10.17	10.17	8.72
Other Drug Use:				
Never	1066	20.00	18.43	3.67
Ever	7	12.00	12.12	2.17
Weekly	1	4.00	4.00	0.00
Daily	1	16.33	16.33	0.00

Figure 3

7th Grade

Neighborhood Scale

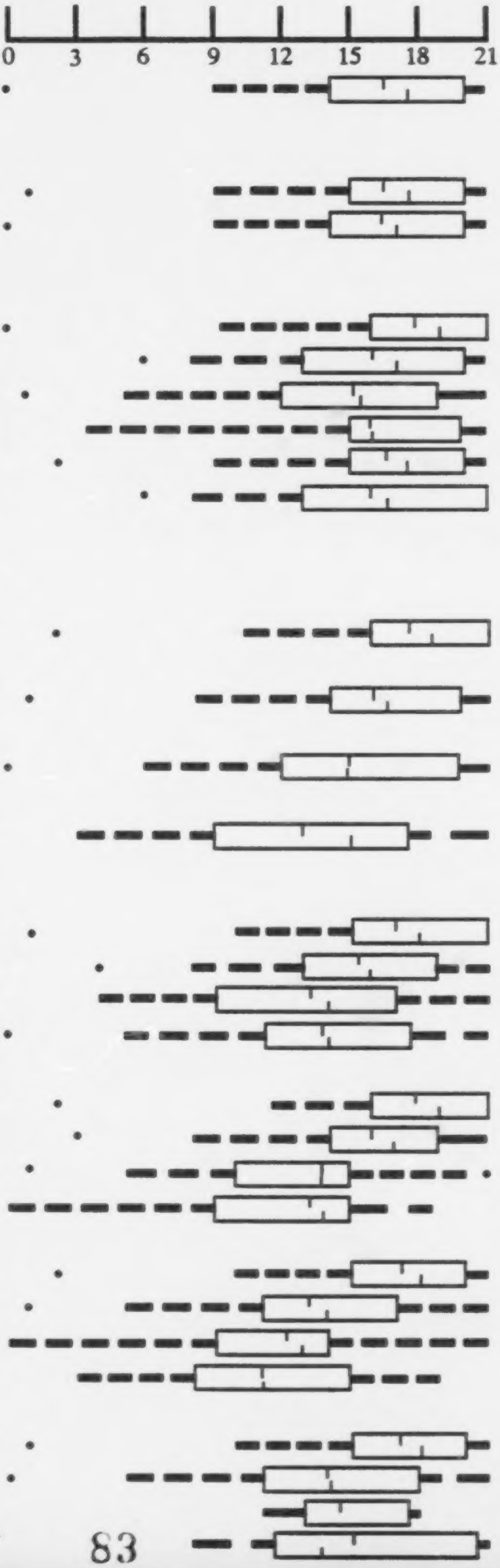


	Number in Sample	Median	Mean Score	Standard Deviation
Total:	1482	19.83	18.00	3.79
Sex:				
Female	818	19.83	18.09	3.70
Male	659	19.00	17.89	3.89
Ethnicity:				
Asian	295	20.00	18.55	3.31
Black	55	18.00	16.85	4.38
Latino/Hispanic	304	18.00	16.67	4.51
Native American	23	18.67	17.43	3.62
White	678	20.00	18.55	3.25
Other	91	19.00	17.71	4.36
Grades Received:				
Mostly As, As & Bs	808	20.00	18.98	2.96
Mostly Bs, Bs & Cs	391	18.67	17.48	4.06
Mostly Cs, Cs & Ds	214	17.50	16.42	4.14
Mostly Ds, Ds & Fs	54	14.00	13.80	5.50
Tobacco Use: **				
Never	1180	20.00	18.66	3.26
Ever	248	17.00	15.92	4.39
Weekly	21	14.00	13.27	4.90
Daily	31	12.00	12.52	4.32
Alcohol Use: **				
Never	817	21.00	19.03	2.93
Ever	616	18.00	17.12	4.03
Weekly	34	12.42	12.35	5.09
Daily	14	10.00	10.21	3.96
Marijuana Use: **				
Never	1390	19.83	18.35	3.43
Ever	66	13.50	13.21	4.99
Weekly	15	10.00	10.51	4.65
Daily	6	9.50	9.33	2.66
Other Drug Use:				
Never	1227	20.00	18.39	3.50
Ever	212	17.00	16.24	4.42
Weekly	13	17.50	14.96	4.83
Daily	29	18.00	15.72	5.11

Figure 4

9th Grade

Neighborhood Scale

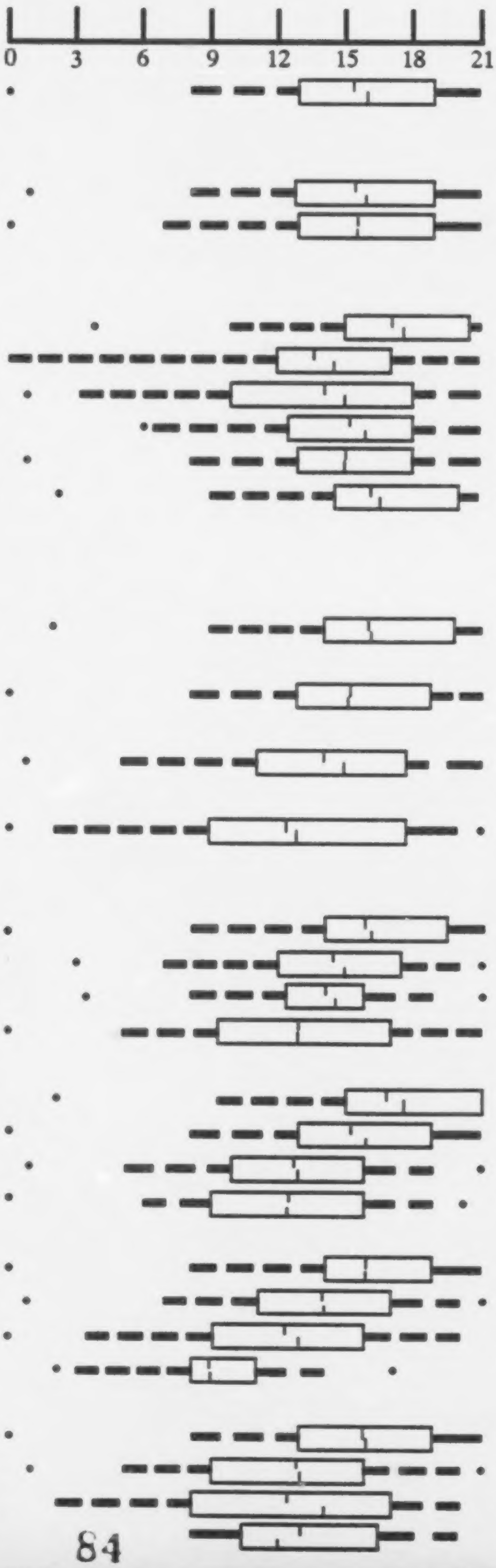


	Number in Sample	Median	Mean Score	Standard Deviation
Total:	1020	17.50	16.67	4.04
Sex:				
Female	527	17.50	16.72	4.08
Male	488	17.00	16.65	4.00
Ethnicity:				
Asian	264	19.00	17.68	3.83
Black	39	17.00	16.29	4.22
Latino/Hispanic	158	15.50	15.13	4.71
Native American	16	16.00	16.10	4.63
White	493	17.50	16.77	3.71
Other	31	16.80	16.14	4.38
Grades Received:				
Mostly As, As & Bs	496	18.67	17.64	3.52
Mostly Bs, Bs & Cs	361	16.80	16.18	3.99
Mostly Cs, Cs & Ds	131	15.00	15.04	4.76
Mostly Ds, Ds & Fs	18	15.00	13.19	5.25
Tobacco Use:				
Never	768	18.00	17.20	3.83
Ever	187	16.00	15.51	3.97
Weekly	14	14.00	13.42	5.47
Daily	48	14.00	13.81	4.67
Alcohol Use: **				
Never	464	19.00	18.04	3.47
Ever	486	16.33	15.95	3.92
Weekly	59	13.00	12.84	4.37
Daily	10	12.50	11.37	5.26
Marijuana Use: *				
Never	898	18.00	17.16	3.68
Ever	92	14.00	13.42	4.60
Weekly	14	12.50	11.79	5.26
Daily	10	11.00	11.05	5.05
Other Drug Use:				
Never	900	18.00	17.03	3.80
Ever	105	14.00	13.98	4.93
Weekly	5	13.00	14.50	3.08
Daily	8	13.80	15.08	5.02

Figure 5

11th Grade

Neighborhood Scale

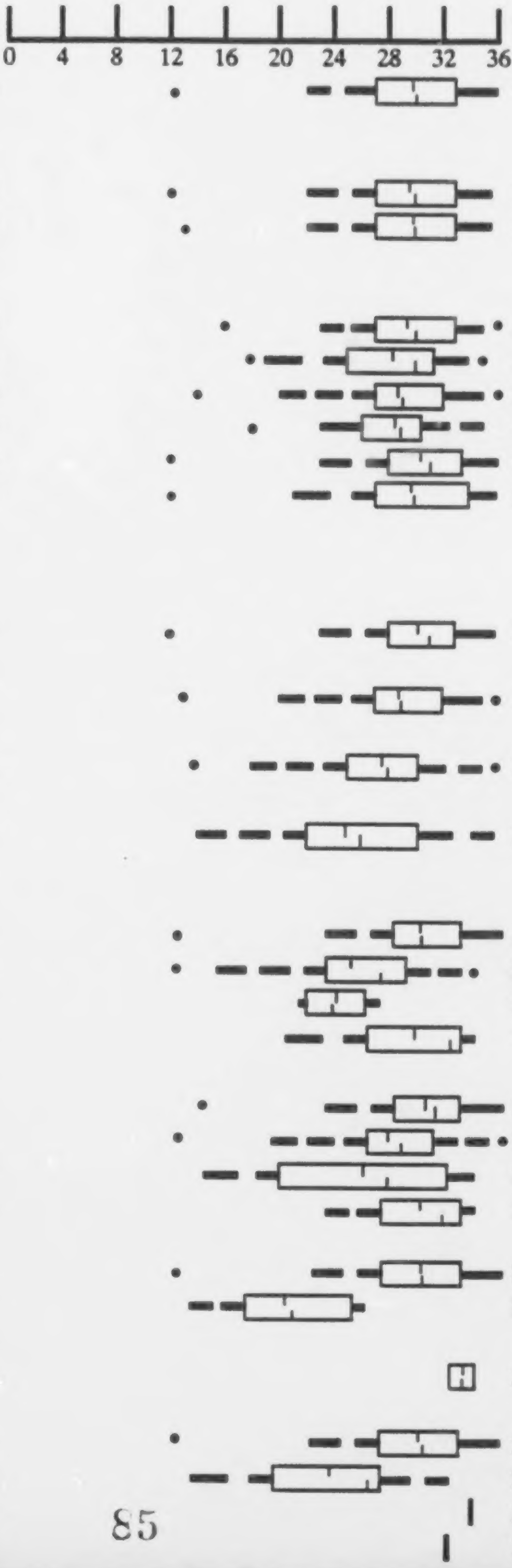


	Number in Sample	Median	Mean Score	Standard Deviation
Total:	1348	16.00	15.34	4.26
Sex:				
Female	659	16.00	15.64	4.14
Male	687	15.00	15.04	4.36
Ethnicity:				
Asian	276	17.50	16.89	3.84
Black	30	14.50	13.77	4.93
Latino/Hispanic	220	15.00	14.08	5.22
Native American	20	16.00	15.33	4.58
White	742	15.00	15.18	3.86
Other	32	16.67	16.28	4.35
Grades Received:				
Mostly As, As & Bs	504	16.33	16.18	3.95
Mostly Bs, Bs & Cs	563	15.17	15.26	3.99
Mostly Cs, Cs & Ds	244	15.00	14.08	4.82
Mostly Ds, Ds & Fs	28	13.00	12.51	6.01
Tobacco Use:				
Never	871	16.33	16.03	4.15
Ever	293	15.00	14.51	3.93
Weekly	52	14.50	14.11	3.41
Daily	130	13.00	13.12	4.86
Alcohol Use:				
Never	366	18.00	17.07	3.89
Ever	726	16.00	15.34	4.01
Weekly	225	13.00	12.88	4.21
Daily	30	12.42	12.59	4.64
Marijuana Use:				
Never	1018	16.00	15.99	4.02
Ever	248	14.00	14.00	4.07
Weekly	50	13.00	12.41	4.99
Daily	25	9.00	9.08	3.58
Other Drug Use:				
Never	1157	16.00	15.78	4.04
Ever	165	13.00	12.69	4.54
Weekly	18	14.00	12.50	5.49
Daily	8	12.00	13.27	4.06

Figure 6

5th Grade

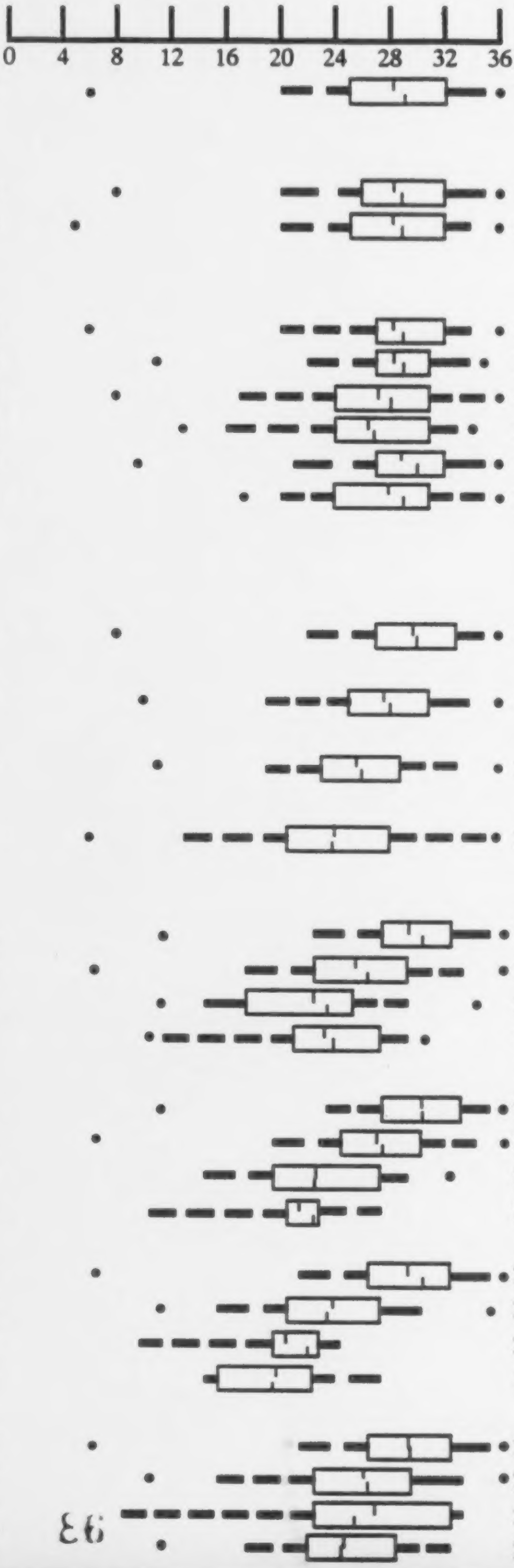
Family Scale



	Number in Sample	Median	Mean Score	Standard Deviation
Total:	1088	30.00	29.70	4.25
Sex:				
Female	577	30.00	29.66	4.18
Male	507	30.00	29.76	4.33
Ethnicity:				
Asian	190	30.00	29.66	3.88
Black	40	30.00	28.30	4.48
Latino/Hispanic	223	29.00	28.74	4.43
Native American	44	29.00	28.64	3.62
White	464	31.00	30.46	3.99
Other	103	30.00	29.75	4.84
Grades Received:				
Mostly As, As & Bs	702	31.00	30.37	3.91
Mostly Bs, Bs & Cs	294	29.00	28.87	4.21
Mostly Cs, Cs & Ds	69	28.00	27.61	4.87
Mostly Ds, Ds & Fs	17	26.00	25.82	6.61
Tobacco Use:				
Never	1008	30.00	30.01	4.00
Ever	64	27.00	25.69	5.28
Weekly	4	23.50	23.75	2.75
Daily	4	32.00	29.50	6.40
Alcohol Use:				
Never	855	31.00	30.24	3.96
Ever	208	28.50	27.83	4.57
Weekly	4	27.50	25.75	8.66
Daily	4	31.50	30.00	4.83
Marijuana Use:				
Never	1058	30.00	29.83	4.12
Ever	6	20.50	20.33	4.97
Weekly	0	0.00	0.00	0.00
Daily	2	33.00	33.00	1.41
Other Drug Use:				
Never	1060	30.00	29.79	4.18
Ever	7	26.00	23.29	6.32
Weekly	1	34.00	34.00	0.00
Daily	1	32.00	32.00	0.00

Figure 7

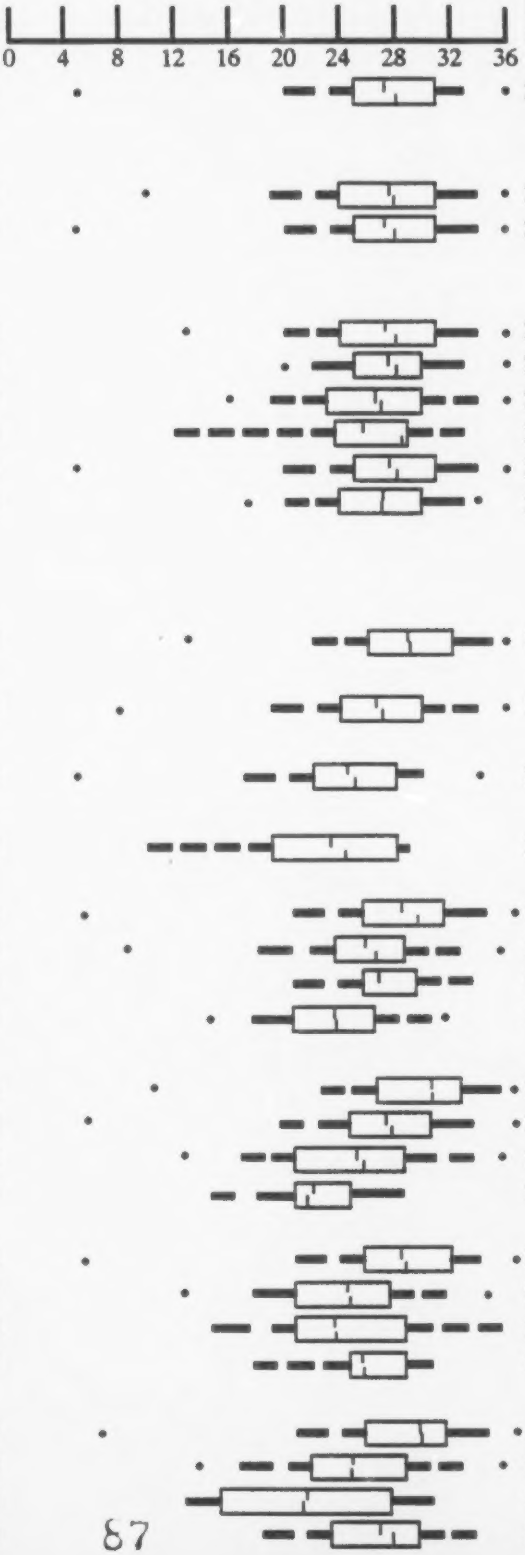
7th Grade
Family Scale



	Number in Sample	Median	Mean Score	Standard Deviation
Total:	1501	29.00	28.29	4.69
Sex:				
Female	836	29.00	28.38	4.73
Male	660	29.00	28.17	4.64
Ethnicity:				
Asian	297	29.00	28.19	4.52
Black	55	29.00	28.25	4.25
Latino/Hispanic	309	28.00	27.12	5.20
Native American	22	27.00	26.50	5.51
White	688	30.00	28.97	4.42
Other	95	29.00	27.97	4.51
Grades Received:				
Mostly As, As & Bs	812	30.00	29.60	4.11
Mostly Bs, Bs & Cs	405	28.00	27.67	4.66
Mostly Cs, Cs & Ds	214	26.00	25.69	4.40
Mostly Ds, Ds & Fs	56	24.00	23.96	6.23
Tobacco Use: **				
Never	1191	30.00	29.17	4.11
Ever	255	26.00	25.36	5.09
Weekly	21	23.00	21.95	5.95
Daily	32	23.50	22.81	5.02
Alcohol Use: **				
Never	827	30.00	29.85	3.84
Ever	622	27.00	26.74	4.79
Weekly	35	22.00	22.34	4.78
Daily	16	22.00	20.94	3.66
Marijuana Use:				
Never	1402	29.00	28.69	4.40
Ever	72	23.00	23.53	4.78
Weekly	16	21.50	20.06	4.17
Daily	6	19.00	19.33	4.93
Other Drug Use: *				
Never	1236	29.00	28.88	4.31
Ever	223	26.00	25.67	5.21
Weekly	13	27.00	24.92	8.45
Daily	28	24.00	24.39	5.05

Figure 8

9th Grade
Family Scale

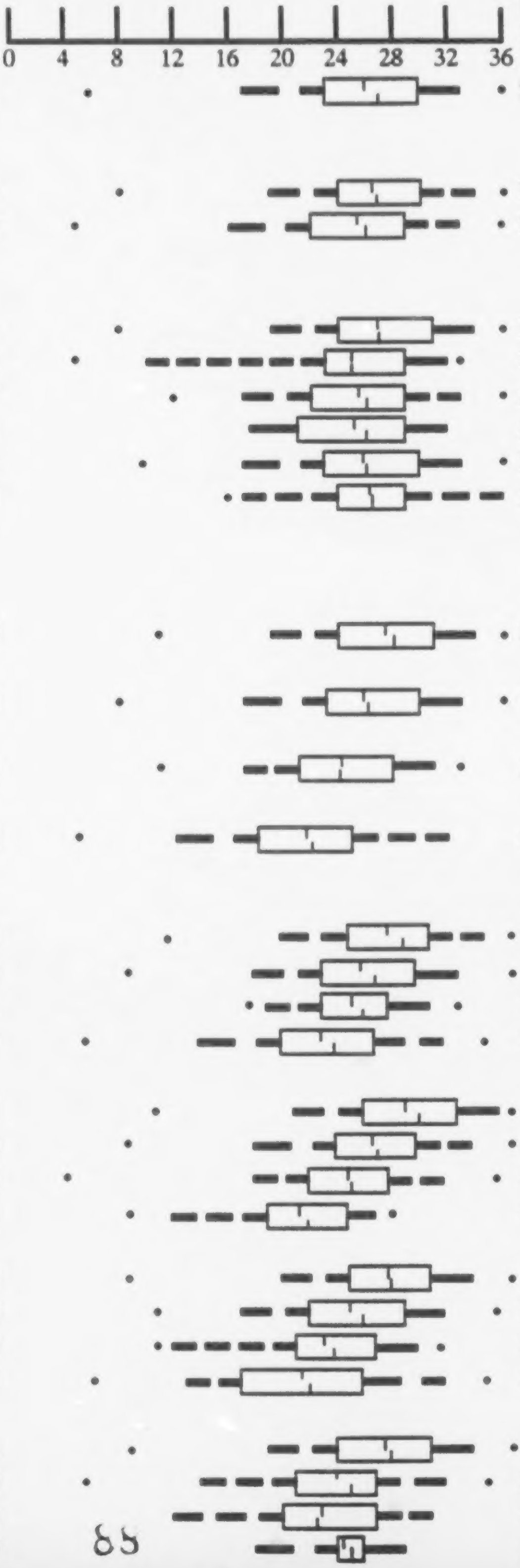


	Number in Sample	Median	Mean Score	Standard Deviation
Total:	1025	28.00	27.38	4.54
Sex:				
Female	528	28.00	27.24	4.68
Male	493	28.00	27.52	4.38
Ethnicity:				
Asian	268	28.00	27.45	4.43
Black	39	28.00	27.51	3.52
Latino/Hispanic	157	27.00	26.54	4.40
Native American	16	28.50	25.75	5.74
White	494	28.00	27.77	4.65
Other	31	27.00	27.03	4.07
Grades Received:				
Mostly As, As & Bs	511	29.00	28.73	3.97
Mostly Bs, Bs & Cs	357	27.00	26.68	4.57
Mostly Cs, Cs & Ds	128	25.00	24.55	4.45
Mostly Ds, Ds & Fs	16	24.50	23.13	5.38
Tobacco Use:				
Never	780	29.00	28.10	4.33
Ever	186	26.00	25.45	4.39
Weekly	13	25.00	26.23	3.83
Daily	44	23.00	22.95	4.13
Alcohol Use:				
Never	478	29.00	28.87	4.17
Ever	478	27.00	26.36	4.26
Weekly	59	25.00	24.51	5.26
Daily	9	21.00	21.44	4.36
Marijuana Use:				
Never	907	28.00	27.82	4.33
Ever	90	24.00	23.93	4.60
Weekly	13	23.00	23.00	6.07
Daily	9	25.00	25.00	4.06
Other Drug Use:				
Never	904	28.00	27.82	4.31
Ever	107	24.00	24.07	4.73
Weekly	4	20.50	20.75	7.89
Daily	8	27.00	26.00	5.13

Figure 9

11th Grade

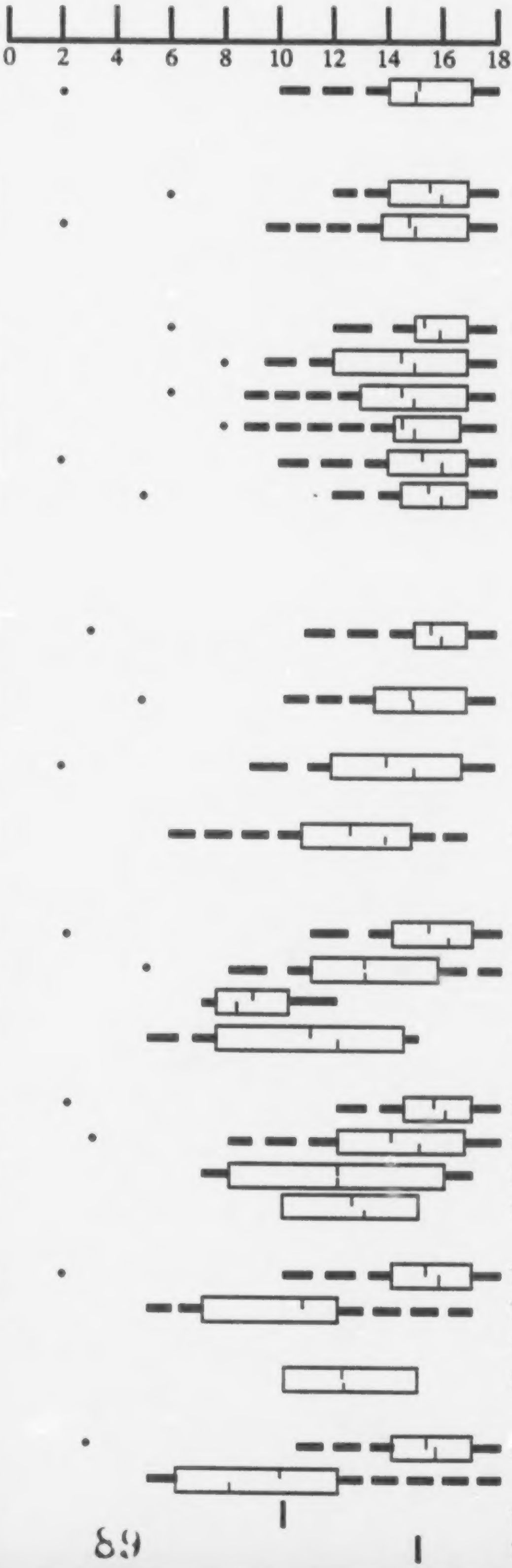
Family Scale



	Number in Sample	Median	Mean Score	Standard Deviation
Total:	1354	27.00	26.03	4.94
Sex:				
Female	668	27.00	26.55	4.84
Male	684	26.00	25.51	4.98
Ethnicity:				
Asian	282	27.00	27.07	4.85
Black	31	25.00	24.90	6.01
Latino/Hispanic	216	26.00	25.59	4.81
Native American	19	26.00	25.32	4.66
White	747	26.00	25.87	4.97
Other	30	26.50	26.40	4.36
Grades Received:				
Mostly As, As & Bs	515	28.00	27.37	4.68
Mostly Bs, Bs & Cs	565	26.00	25.86	4.86
Mostly Cs, Cs & Ds	238	24.00	24.08	4.52
Mostly Ds, Ds & Fs	29	22.00	21.52	6.17
Tobacco Use: **				
Never	883	28.00	27.00	4.60
Ever	289	26.00	25.08	4.91
Weekly	50	25.00	24.38	3.86
Daily	130	23.00	22.26	5.25
Alcohol Use: **				
Never	373	29.00	28.20	4.63
Ever	732	26.00	25.81	4.66
Weekly	218	24.00	23.81	4.68
Daily	30	21.00	20.47	4.69
Marijuana Use: **				
Never	1035	27.00	26.78	4.67
Ever	241	25.00	24.17	4.80
Weekly	49	23.00	22.35	4.77
Daily	23	21.00	20.65	6.26
Other Drug Use:				
Never	1168	27.00	26.51	4.75
Ever	161	24.00	23.14	5.09
Weekly	18	21.50	21.78	5.15
Daily	7	24.00	23.43	3.31

Figure 10

5th Grade
Friends Scale

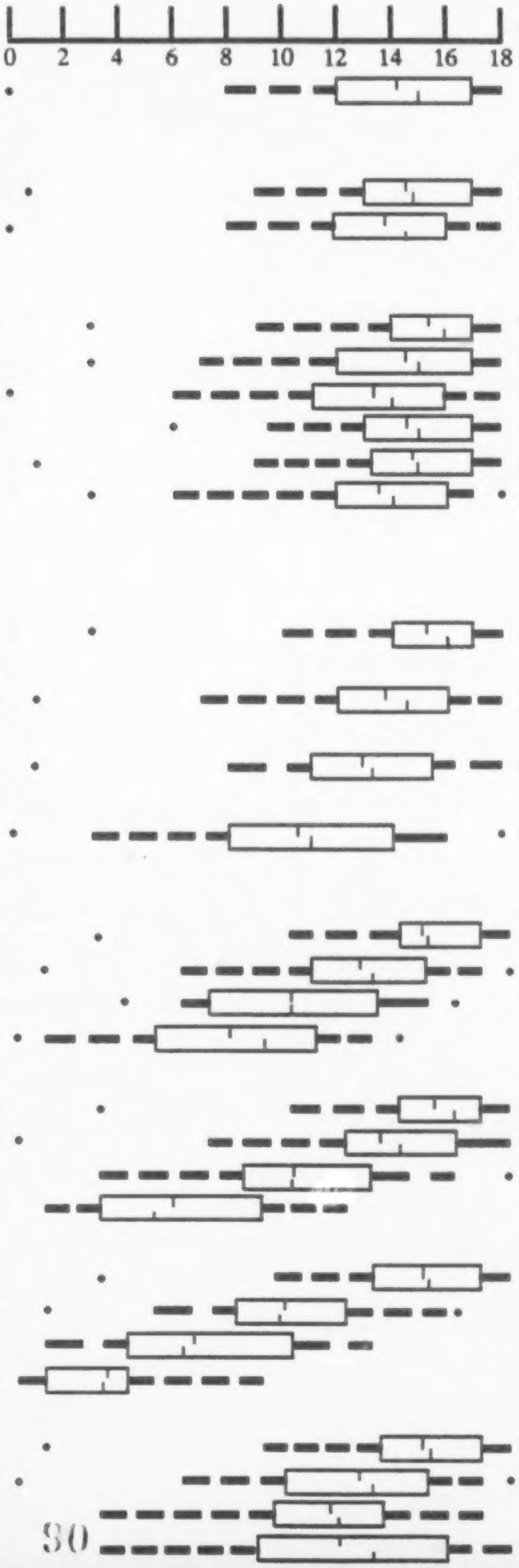


	Number in Sample	Median	Mean Score	Standard Deviation
Total:	1067	15.00	15.15	2.54
Sex:				
Female	560	16.00	15.54	2.24
Male	503	15.00	14.72	2.79
Ethnicity:				
Asian	189	16.00	15.50	2.22
Black	38	15.00	14.52	2.67
Latino/Hispanic	215	15.00	14.65	2.64
Native American	45	15.00	14.72	2.57
White	450	16.00	15.31	2.60
Other	105	16.00	15.49	2.31
Grades Received:				
Mostly As, As & Bs	690	16.00	15.50	2.34
Mostly Bs, Bs & Cs	283	15.00	14.79	2.56
Mostly Cs, Cs & Ds	69	15.00	13.98	3.11
Mostly Ds, Ds & Fs	18	14.00	12.65	3.49
Tobacco Use: **				
Never	989	16.00	15.34	2.36
Ever	64	13.00	13.10	3.15
Weekly	4	8.20	8.85	2.18
Daily	4	12.00	11.00	4.55
Alcohol Use: **				
Never	827	16.00	15.52	2.22
Ever	214	15.00	14.10	3.03
Weekly	4	12.00	12.00	4.76
Daily	3	13.00	12.67	2.52
Marijuana Use:				
Never	1039	15.60	15.23	2.45
Ever	6	12.00	10.83	4.26
Weekly	0	0.00	0.00	0.00
Daily	2	12.50	12.50	3.54
Other Drug Use:				
Never	1042	15.60	15.24	2.45
Ever	7	8.00	9.86	4.49
Weekly	1	10.00	10.00	0.00
Daily	1	15.00	15.00	0.00

Figure 11

7th Grade

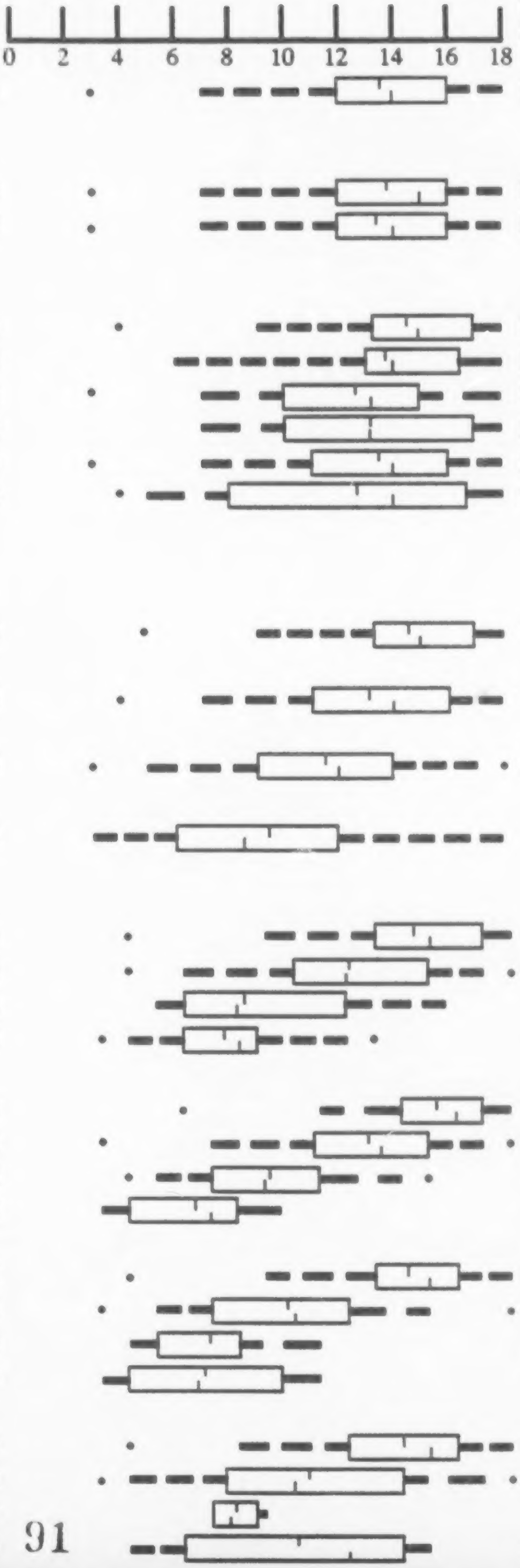
Friends Scale



	Number in Sample	Median	Mean Score	Standard Deviation
Total:	1506	15.00	14.31	3.15
Sex:				
Female	822	15.00	14.71	3.09
Male	679	14.40	13.82	3.16
Ethnicity:				
Asian	299	15.60	14.90	2.70
Black	52	15.00	14.25	3.17
Latino/Hispanic	308	14.00	13.02	3.62
Native American	24	15.00	14.44	3.23
White	693	15.00	14.76	2.87
Other	93	14.00	13.45	3.48
Grades Received:				
Mostly As, As & Bs	814	16.00	15.20	2.54
Mostly Bs, Bs & Cs	403	14.40	13.83	3.21
Mostly Cs, Cs & Ds	222	13.20	12.92	3.35
Mostly Ds, Ds & Fs	53	11.00	10.44	4.35
Tobacco Use: **				
Never	1195	15.00	14.92	2.64
Ever	254	13.00	12.66	3.37
Weekly	23	10.00	10.07	3.46
Daily	33	9.00	7.70	3.79
Alcohol Use: **				
Never	824	16.00	15.29	2.45
Ever	630	14.00	13.46	3.17
Weekly	36	10.00	10.15	3.78
Daily	15	5.00	5.87	3.91
Marijuana Use: **				
Never	1410	15.00	14.67	2.74
Ever	71	9.00	9.80	3.19
Weekly	15	6.00	6.40	3.60
Daily	6	3.00	3.33	3.14
Other Drug Use: *				
Never	1241	15.00	14.71	2.82
Ever	223	13.00	12.53	3.69
Weekly	13	12.00	11.22	4.16
Daily	28	12.50	11.87	4.76

Figure 12

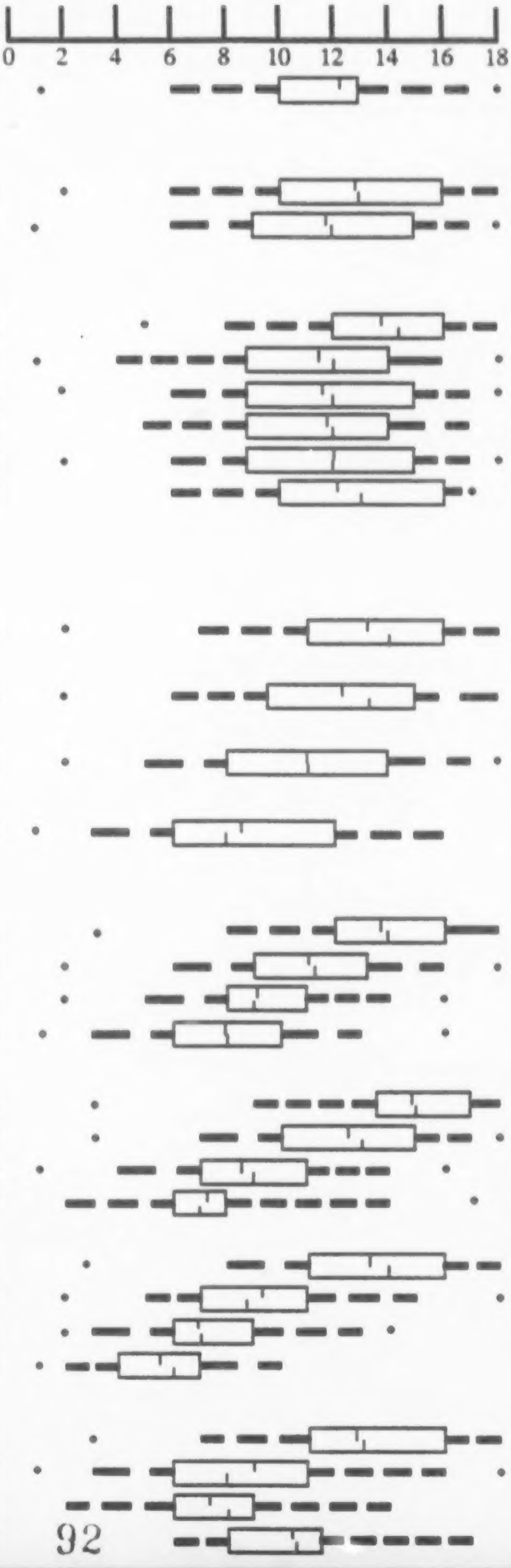
9th Grade
Friends Scale



	Number in Sample	Median	Mean Score	Standard Deviation
Total:	1013	14.00	13.61	3.32
Sex:				
Female	519	15.00	13.77	3.36
Male	489	14.00	13.45	3.29
Ethnicity:				
Asian	264	15.00	14.68	2.75
Black	36	14.00	13.78	3.25
Latino/Hispanic	157	13.20	12.68	3.31
Native American	15	13.20	13.26	3.14
White	493	14.00	13.43	3.41
Other	30	14.00	12.75	4.47
Grades Received:				
Mostly As, As & Bs	498	15.00	14.64	2.76
Mostly Bs, Bs & Cs	353	14.00	13.16	3.31
Mostly Cs, Cs & Ds	131	12.00	11.53	3.53
Mostly Ds, Ds & Fs	18	8.50	9.40	4.54
Tobacco Use: **				
Never	759	15.00	14.45	2.74
Ever	187	12.00	12.12	3.26
Weekly	14	9.00	9.26	3.61
Daily	50	8.00	7.69	2.48
Alcohol Use: **				
Never	467	16.00	15.26	2.33
Ever	475	13.20	12.71	3.18
Weekly	60	9.00	9.23	2.73
Daily	10	7.00	6.46	2.31
Marijuana Use: **				
Never	890	15.00	14.23	2.83
Ever	92	10.00	9.74	3.22
Weekly	15	8.00	7.07	2.05
Daily	10	6.50	6.76	2.73
Other Drug Use: **				
Never	888	15.00	14.08	2.95
Ever	109	10.00	10.43	3.95
Weekly	5	8.00	8.12	1.17
Daily	9	12.00	10.11	4.40

Figure 13

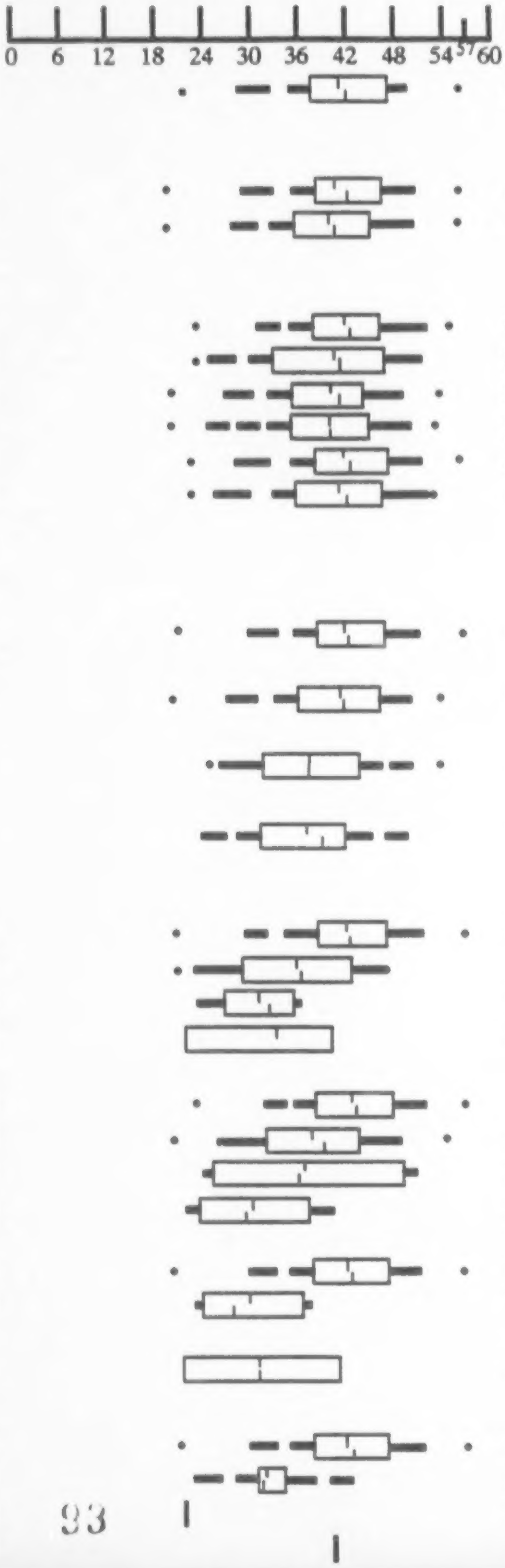
11th Grade
Friends Scale



	Number in Sample	Median	Mean Score	Standard Deviation
Total:	1355	13.00	12.32	3.66
Sex:				
Female	670	13.00	12.87	3.55
Male	683	12.00	11.78	3.68
Ethnicity:				
Asian	279	14.40	13.88	3.18
Black	31	12.00	11.52	3.79
Latino/Hispanic	215	12.00	11.68	3.58
Native American	19	12.00	11.75	3.59
White	750	12.00	12.03	3.68
Other	31	13.00	12.26	3.53
Grades Recieved:				
Mostly As, As & Bs	511	14.00	13.34	3.38
Mostly Bs, Bs & Cs	562	13.00	12.21	3.50
Mostly Cs, Cs & Ds	246	11.00	10.88	3.72
Mostly Ds, Ds & Fs	29	8.00	8.68	4.32
Tobacco Use: **				
Never	881	14.00	13.67	3.11
Ever	292	11.00	10.78	3.14
Weekly	49	9.00	9.17	2.86
Daily	131	8.00	7.92	2.74
Alcohol Use: **				
Never	371	15.00	14.75	2.87
Ever	728	13.00	12.40	3.08
Weekly	225	9.00	8.74	3.01
Daily	30	7.00	7.33	3.22
Marijuana Use: **				
Never	1032	14.00	13.42	3.07
Ever	243	9.00	9.40	2.95
Weekly	50	7.50	7.40	2.73
Daily	24	6.00	5.63	2.36
Other Drug Use: **				
Never	1166	13.00	12.88	3.34
Ever	164	8.00	9.00	3.66
Weekly	17	8.00	7.24	3.40
Daily	8	10.50	10.38	3.50

Figure 14

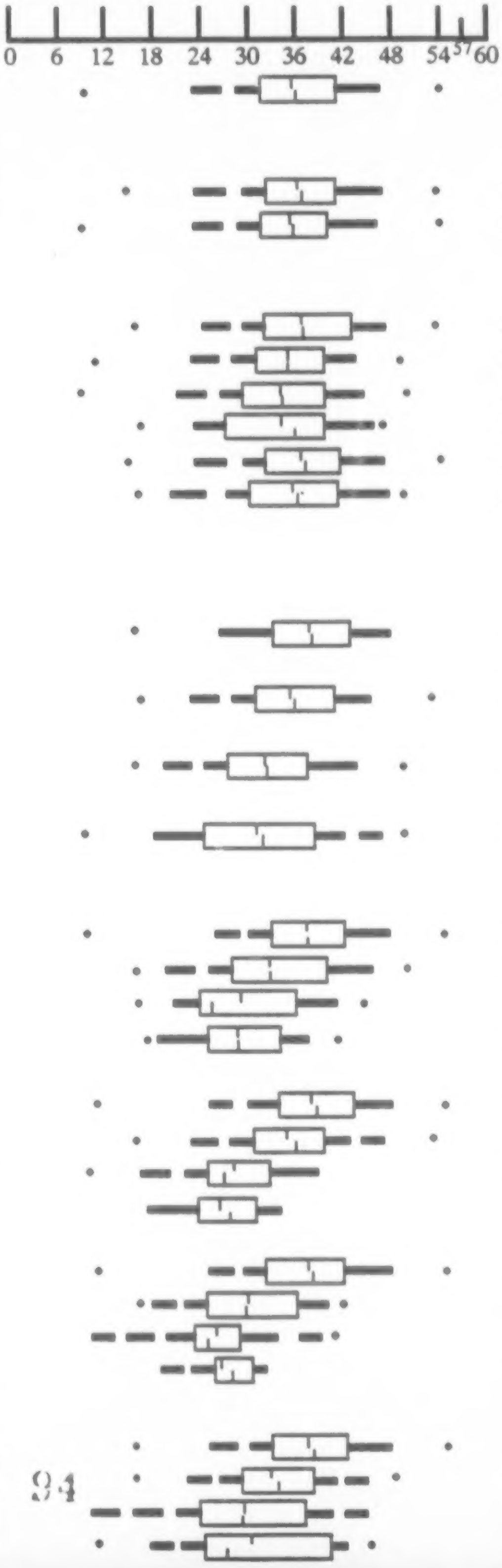
5th Grade
School Scale



	Number in Sample	Median	Mean Score	Standard Deviation
Total:	967	42.00	41.04	6.92
Sex:				
Female	505	42.22	41.54	6.80
Male	461	41.17	40.51	7.01
Ethnicity:				
Asian	174	42.35	41.92	6.27
Black	35	41.00	39.80	7.80
Latino/Hispanic	189	41.00	39.62	6.69
Native American	46	40.00	39.63	7.32
White	406	42.47	41.82	6.91
Other	97	42.00	40.99	7.51
Grades Received:				
Mostly As, As & Bs	638	42.22	41.74	6.66
Mostly Bs, Bs & Cs	252	41.17	40.42	6.95
Mostly Cs, Cs & Ds	56	37.50	37.73	7.63
Mostly Ds, Ds & Fs	17	39.00	36.69	7.71
Tobacco Use: *				
Never	898	42.22	41.51	6.67
Ever	55	35.89	35.08	7.47
Weekly	4	32.09	30.77	5.70
Daily	3	40.00	33.67	10.97
Alcohol Use: **				
Never	746	43.00	42.15	6.33
Ever	196	39.00	37.64	7.40
Weekly	4	35.89	36.19	14.00
Daily	4	28.66	29.58	8.50
Marijuana Use:				
Never	939	42.22	41.28	6.79
Ever	5	27.00	28.98	7.08
Weekly	0	0.00	0.00	0.00
Daily	2	30.50	30.50	13.44
Other Drug Use:				
Never	943	42.22	41.23	6.83
Ever	6	30.59	31.45	6.46
Weekly	1	21.00	21.00	0.00
Daily	1	40.00	40.00	0.00

Figure 15

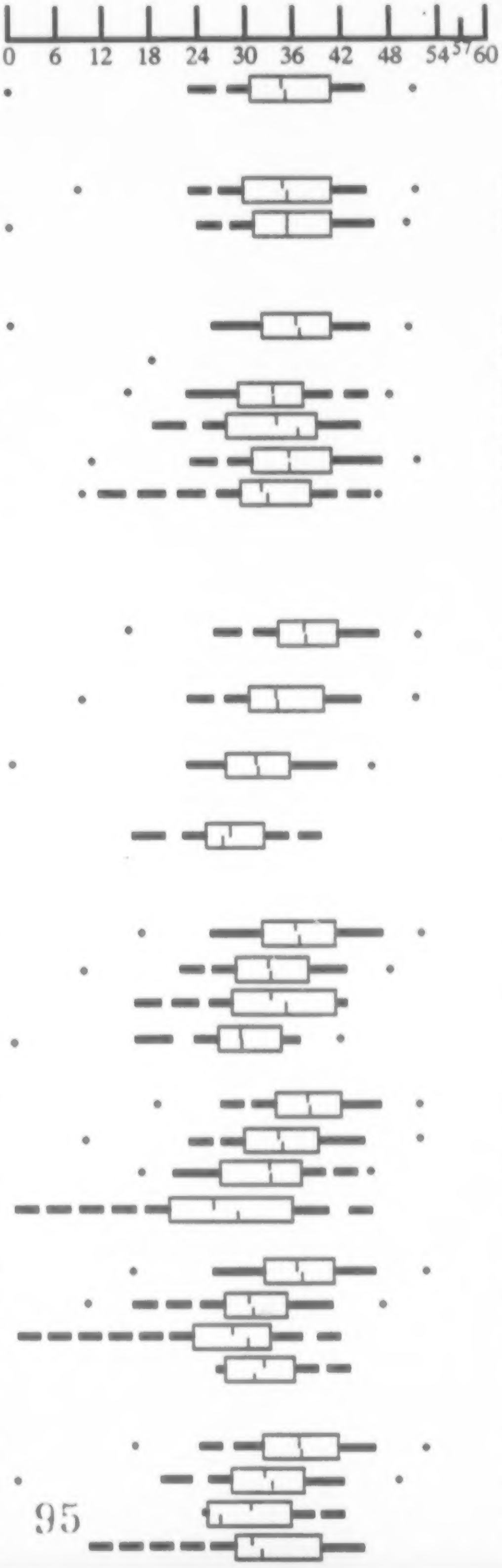
7th Grade
School Scale



	Number in Sample	Median	Mean Score	Standard Deviation
Total:	1364	36.00	35.81	7.20
Sex:				
Female	760	36.94	36.27	7.08
Male	599	35.76	35.23	7.31
Ethnicity:				
Asian	281	36.94	36.74	6.48
Black	46	34.21	34.12	7.50
Latino/Hispanic	275	34.00	33.87	7.28
Native American	23	35.89	33.81	7.65
White	634	37.00	36.54	7.22
Other	80	36.00	35.52	7.57
Grades Recieved:				
Mostly As, As & Bs	756	38.00	37.59	6.62
Mostly Bs, Bs & Cs	366	35.00	34.75	6.91
Mostly Cs, Cs & Ds	192	32.57	32.11	7.07
Mostly Ds, Ds & Fs	43	31.00	30.66	9.51
Tobacco Use:				
Never	1084	37.00	36.81	6.71
Ever	229	32.72	32.71	7.65
Weekly	21	25.00	28.57	8.00
Daily	28	28.00	28.04	6.31
Alcohol Use:				
Never	748	38.00	37.50	6.73
Ever	572	35.00	34.30	7.01
Weekly	29	26.00	27.14	6.64
Daily	14	26.50	25.59	5.11
Marijuana Use:				
Never	1277	36.94	36.34	6.90
Ever	62	28.50	28.74	7.13
Weekly	14	24.00	25.23	7.85
Daily	6	27.00	26.17	4.54
Other Drug Use: *				
Never	1123	37.00	36.61	6.90
Ever	203	33.00	32.68	6.79
Weekly	13	28.00	28.44	10.43
Daily	24	26.69	29.01	9.18

Figure 16

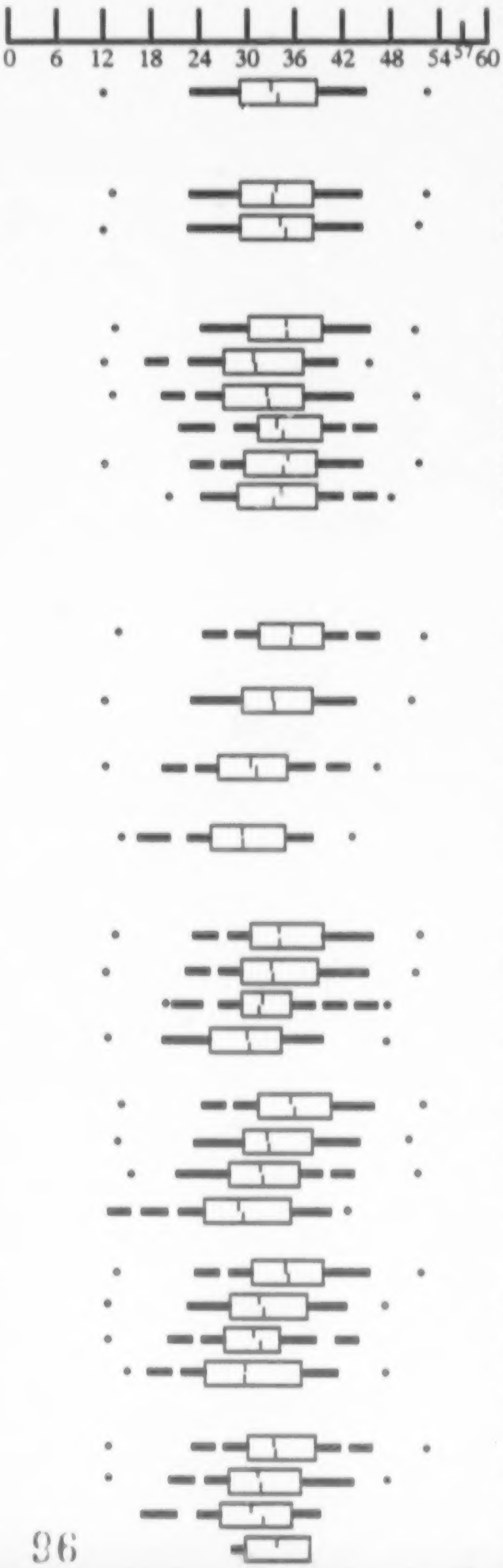
9th Grade
School Scale



	Number in Sample	Median	Mean Score	Standard Deviation
Total:	936	35.00	34.76	6.84
Sex:				
Female	484	34.92	34.48	6.97
Male	448	35.00	35.02	6.69
Ethnicity:				
Asian	248	36.97	36.10	6.19
Black	37		33.06	7.04
Latino/Hispanic	139	33.00	33.05	6.22
Native American	16	36.42	33.14	7.55
White	451	35.00	35.02	6.96
Other	27	33.00	32.42	9.14
Grades Received:				
Mostly As, As & Bs	469	37.00	36.86	6.15
Mostly Bs, Bs & Cs	330	33.78	33.62	6.83
Mostly Cs, Cs & Ds	113	31.00	30.89	6.40
Mostly Ds, Ds & Fs	15	26.39	27.47	6.13
Tobacco Use:				
Never	713	36.00	35.79	6.44
Ever	167	32.41	32.23	6.62
Weekly	12	34.00	32.45	8.55
Daily	42	28.00	27.94	7.46
Alcohol Use:				
Never	429	37.00	36.87	6.11
Ever	439	33.78	33.28	6.62
Weekly	58	32.00	31.87	6.94
Daily	9	28.00	25.33	14.32
Marijuana Use:				
Never	820	36.00	35.49	6.44
Ever	87	30.00	29.60	7.05
Weekly	14	29.00	27.14	10.20
Daily	9	30.00	31.11	5.80
Other Drug Use:				
Never	820	35.89	35.34	6.50
Ever	103	32.00	30.70	7.60
Weekly	4	26.00	29.00	8.17
Daily	7	30.61	29.65	10.67

Figure 17

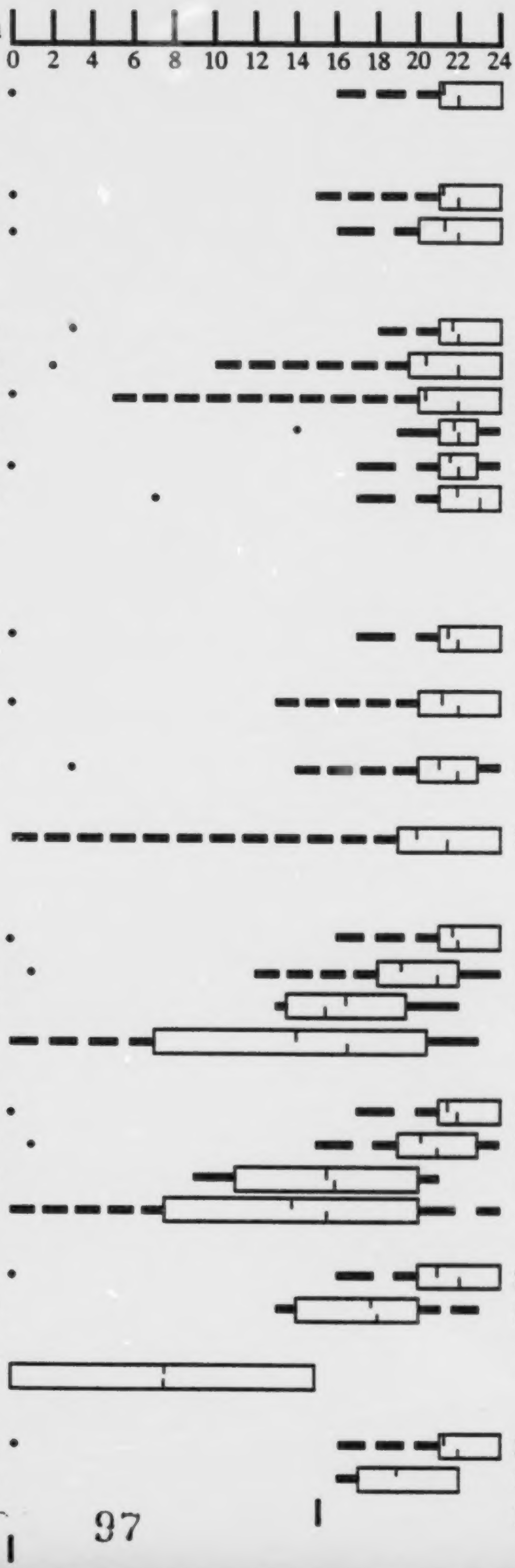
11th Grade
School Scale



	Number in Sample	Median	Mean Score	Standard Deviation
Total:	1257	34.00	33.53	6.63
Sex:				
Female	610	33.00	33.28	6.47
Male	645	34.00	33.77	6.77
Ethnicity:				
Asian	259	34.83	34.83	6.38
Black	30	31.67	31.10	7.49
Latino/Hispanic	209	32.41	32.21	7.15
Native American	19	33.78	34.45	5.75
White	684	34.00	33.65	6.39
Other	30	32.19	33.28	7.34
Grades Received:				
Mostly As, As & Bs	473	35.00	35.18	6.39
Mostly Bs, Bs & Cs	525	33.78	33.54	6.18
Mostly Cs, Cs & Ds	226	31.00	30.56	6.76
Mostly Ds, Ds & Fs	27	29.00	28.99	7.58
Tobacco Use:				
Never	808	34.65	34.25	6.46
Ever	280	33.65	33.39	6.67
Weekly	46	31.50	31.92	6.74
Daily	121	30.00	29.68	6.16
Alcohol Use:				
Never	334	35.89	35.26	6.77
Ever	688	33.78	33.54	6.25
Weekly	207	31.67	31.40	6.53
Daily	28	28.50	28.26	7.59
Marijuana Use:				
Never	955	34.65	34.18	6.53
Ever	227	32.00	31.95	6.33
Weekly	47	31.00	30.33	6.60
Daily	22	29.00	29.18	8.27
Other Drug Use:				
Never	1077	34.00	33.97	6.50
Ever	157	31.00	30.85	6.87
Weekly	16	31.33	29.40	6.70
Daily	7	36.00	33.71	4.19

Figure 18

5th Grade
Drug Attitude Scale



	Number in Sample	Median	Mean Score	Standard Deviation
Total:	1175	22.00	21.32	3.82
Sex:				
Female	624	22.00	21.29	4.10
Male	547	22.00	21.34	3.50
Ethnicity:				
Asian	202	22.00	21.83	2.94
Black	44	22.00	20.43	5.11
Latino/Hispanic	237	22.00	20.48	5.30
Native American	49	22.00	21.69	2.02
White	501	22.00	21.57	3.08
Other	113	23.00	21.98	2.65
Grades Received:				
Mostly As, As & Bs	756	22.00	21.50	3.44
Mostly Bs, Bs & Cs	318	22.00	21.16	4.35
Mostly Cs, Cs & Ds	76	22.00	21.03	3.67
Mostly Ds, Ds & Fs	18	21.50	20.00	5.65
Tobacco Use:				
Never	1094	22.00	21.49	3.67
Ever	65	21.00	19.38	4.71
Weekly	4	15.50	16.50	4.04
Daily	4	16.50	14.00	9.90
Alcohol Use: **				
Never	923	22.00	21.62	3.73
Ever	223	21.00	20.40	3.66
Weekly	4	16.00	15.50	5.51
Daily	4	15.50	13.75	10.01
Marijuana Use:				
Never	1141	22.00	21.41	3.73
Ever	7	18.00	17.86	3.72
Weekly	0	0.00	0.00	0.00
Daily	2	7.50	7.50	10.61
Other Drug Use:				
Never	1145	22.00	21.39	3.76
Ever	7	17.00	18.71	2.56
Weekly	1	15.00	15.00	0.00
Daily	1	0.00	0.00	0.00

Figure 19

7th Grade
Drug Attitude Scale

	Number in Sample	Median	Mean Score	Standard Deviation
Total:	1563	22.00	20.95	3.65
Sex:				
Female	864	22.00	21.07	3.55
Male	694	22.00	20.78	3.78
Ethnicity:				
Asian	310	22.00	21.50	2.77
Black	56	22.00	20.32	4.99
Latino/Hispanic	323	21.00	19.64	4.81
Native American	24	22.00	20.79	3.81
White	715	22.00	21.33	3.09
Other	95	22.00	21.28	2.82
Grades Received:				
Mostly As, As & Bs	845	22.00	21.64	2.88
Mostly Bs, Bs & Cs	418	22.00	20.76	3.74
Mostly Cs, Cs & Ds	227	21.00	19.85	3.88
Mostly Ds, Ds & Fs	57	19.00	17.23	6.17
Tobacco Use: **				
Never	1244	22.00	21.46	3.35
Ever	260	20.00	19.53	3.72
Weekly	23	18.00	18.09	2.91
Daily	33	15.00	15.33	4.72
Alcohol Use: **				
Never	861	22.00	21.67	3.41
Ever	648	21.00	20.39	3.42
Weekly	37	18.00	17.43	3.64
Daily	16	13.00	12.63	6.24
Marijuana Use: **				
Never	1463	22.00	21.26	3.33
Ever	73	17.00	16.66	4.88
Weekly	16	14.50	15.13	4.44
Daily	6	13.50	13.17	5.91
Other Drug Use: **				
Never	1291	22.00	21.22	3.41
Ever	228	21.00	19.97	3.72
Weekly	14	21.00	20.00	3.94
Daily	29	20.00	17.07	7.87

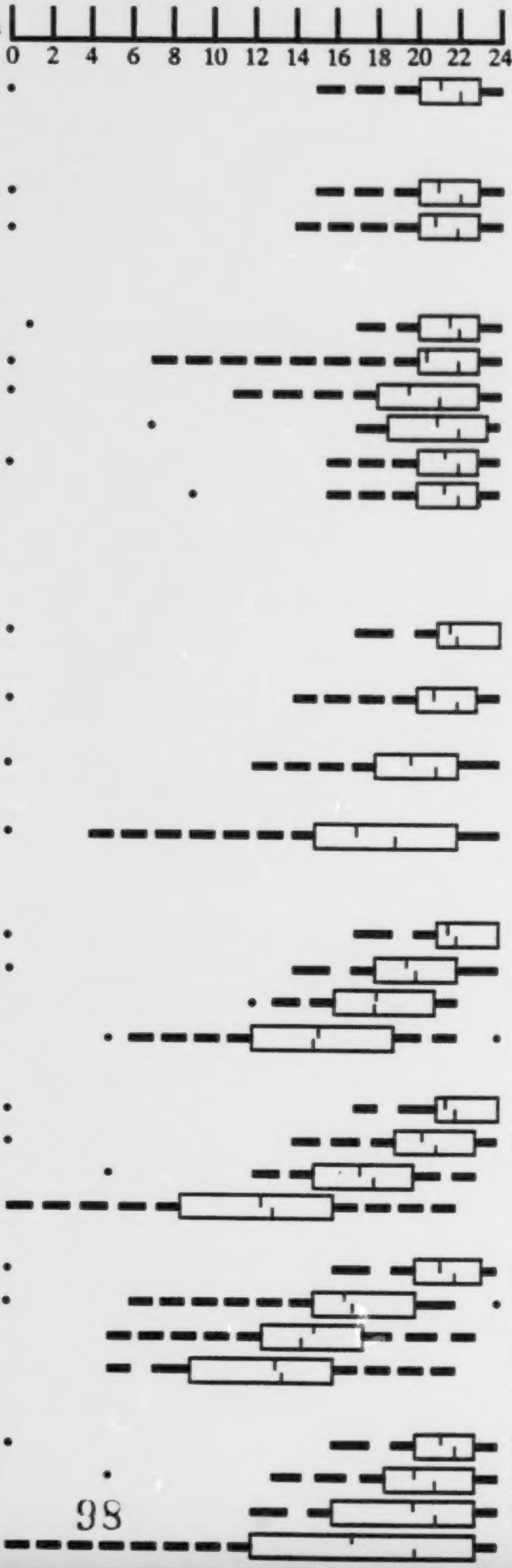
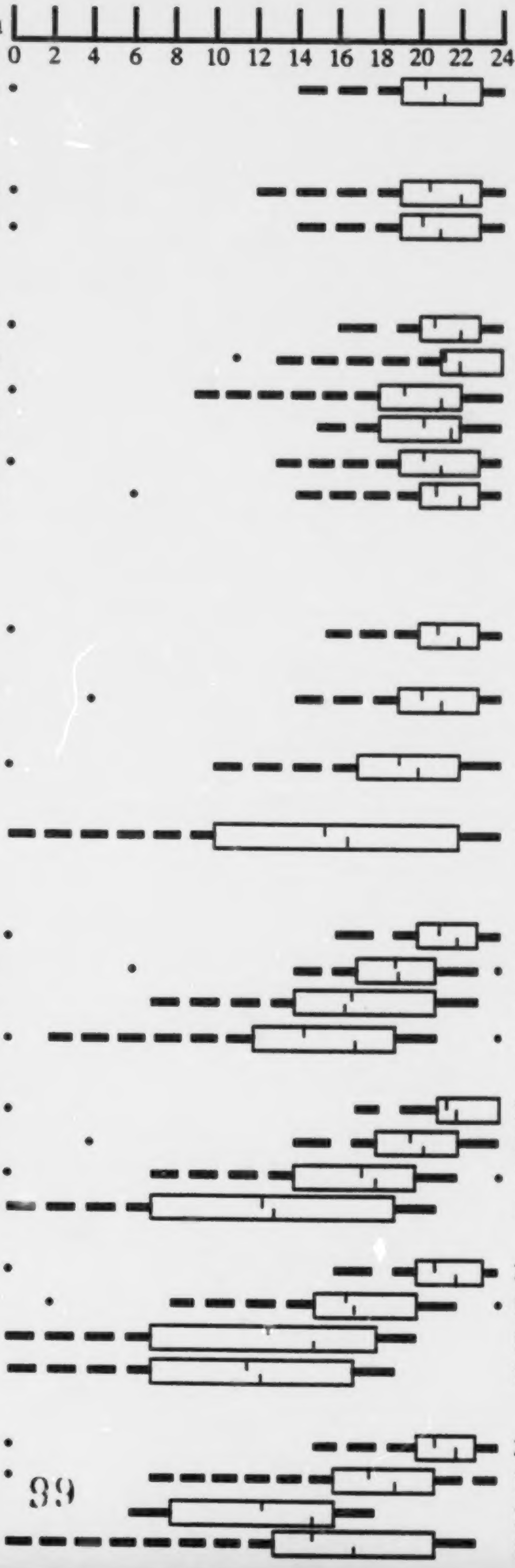


Figure 20

9th Grade
Drug Attitude Scale

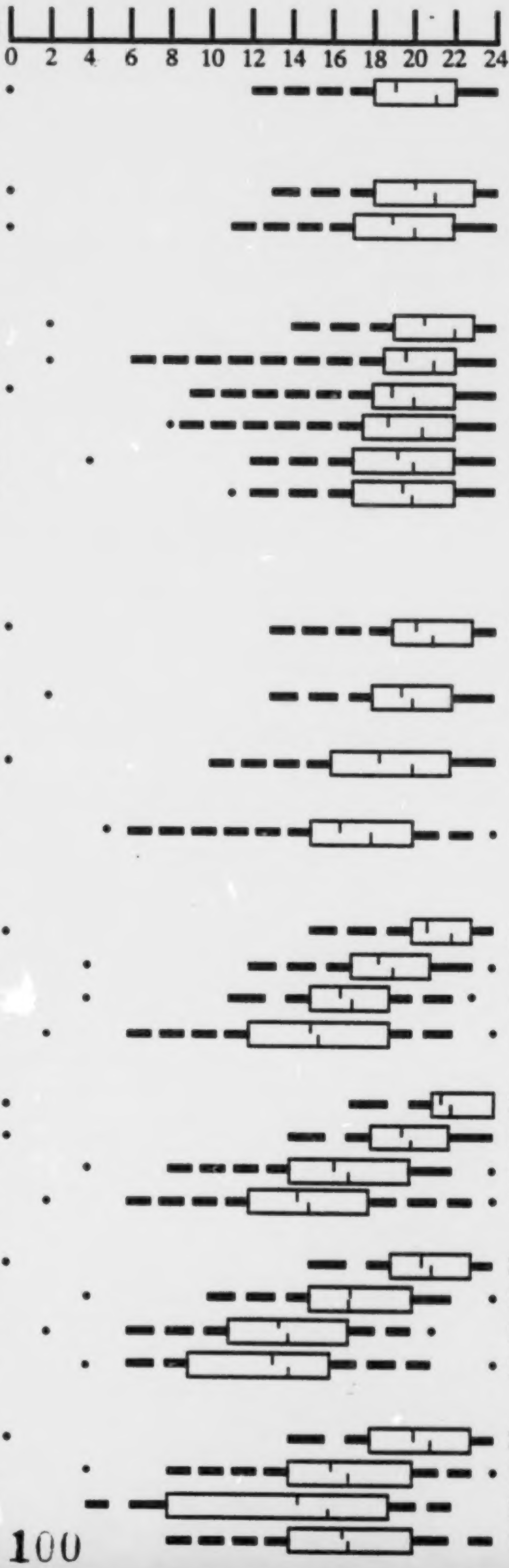


	Number in Sample	Median	Mean Score	Standard Deviation
Total:	1057	21.00	20.33	3.85
Sex:				
Female	550	22.00	20.39	3.86
Male	502	21.00	20.25	3.85
Ethnicity:				
Asian	276	22.00	20.84	3.61
Black	39	22.00	21.54	3.06
Latino/Hispanic	162	21.00	19.33	4.64
Native American	16	21.50	20.38	2.75
White	512	21.00	20.27	3.74
Other	31	22.00	20.90	3.74
Grades Received:				
Mostly As, As & Bs	520	22.00	21.00	3.38
Mostly Bs, Bs & Cs	370	21.00	20.13	3.62
Mostly Cs, Cs & Ds	135	20.00	19.14	4.40
Mostly Ds, Ds & Fs	18	16.50	15.50	7.27
Tobacco Use: **				
Never	798	22.00	21.14	3.34
Ever	192	19.00	18.82	3.13
Weekly	14	16.50	16.79	4.79
Daily	50	17.00	14.50	5.88
Alcohol Use: **				
Never	489	22.00	21.66	3.32
Ever	495	20.00	19.74	3.28
Weekly	62	17.00	15.85	5.01
Daily	10	16.00	12.80	7.90
Marijuana Use: **				
Never	932	22.00	20.92	3.26
Ever	94	17.00	16.69	4.26
Weekly	15	15.00	12.73	6.24
Daily	10	12.50	11.80	5.98
Other Drug Use: **				
Never	930	22.00	20.75	3.39
Ever	111	19.00	17.67	4.97
Weekly	5	15.00	12.60	5.27
Daily	9	17.00	15.00	8.67

Figure 21

11th Grade

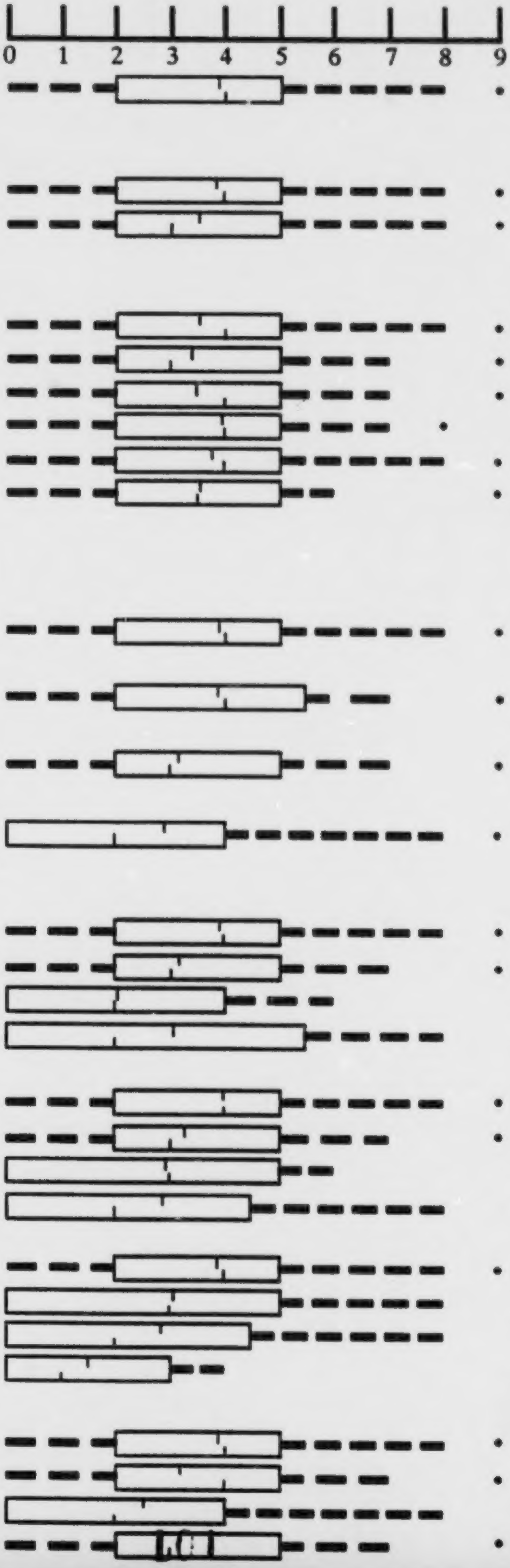
Drug Attitude Scale



	Number in Sample	Median	Mean Score	Standard Deviation
Total:	1396	21.00	19.55	4.05
Sex:				
Female	687	21.00	20.06	3.70
Male	707	20.00	19.06	4.31
Ethnicity:				
Asian	289	22.00	20.59	3.67
Black	32	21.00	19.69	4.84
Latino/Hispanic	225	20.00	18.99	4.79
Native American	20	20.50	18.85	4.77
White	766	20.00	19.40	3.81
Other	34	20.00	19.53	3.47
Grades Received:				
Mostly As, As & Bs	524	21.00	20.23	3.88
Mostly Bs, Bs & Cs	581	20.00	19.61	3.73
Mostly Cs, Cs & Ds	252	20.00	18.42	4.50
Mostly Ds, Ds & Fs	29	18.00	16.52	5.62
Tobacco Use: **				
Never	905	22.00	20.76	3.41
Ever	303	19.00	18.44	3.46
Weekly	52	17.00	16.65	3.55
Daily	134	15.50	15.08	4.94
Alcohol Use: **				
Never	384	22.00	21.58	3.69
Ever	751	20.00	19.70	3.32
Weekly	230	17.00	16.34	4.18
Daily	30	15.00	14.63	5.01
Marijuana Use: **				
Never	1061	21.00	20.60	3.39
Ever	252	17.00	17.09	3.70
Weekly	50	14.00	13.66	4.13
Daily	26	14.00	13.31	4.99
Other Drug Use: **				
Never	1201	21.00	20.11	3.65
Ever	169	17.00	16.27	4.54
Weekly	18	16.00	14.56	5.62
Daily	8	17.00	16.75	5.01

Figure 22

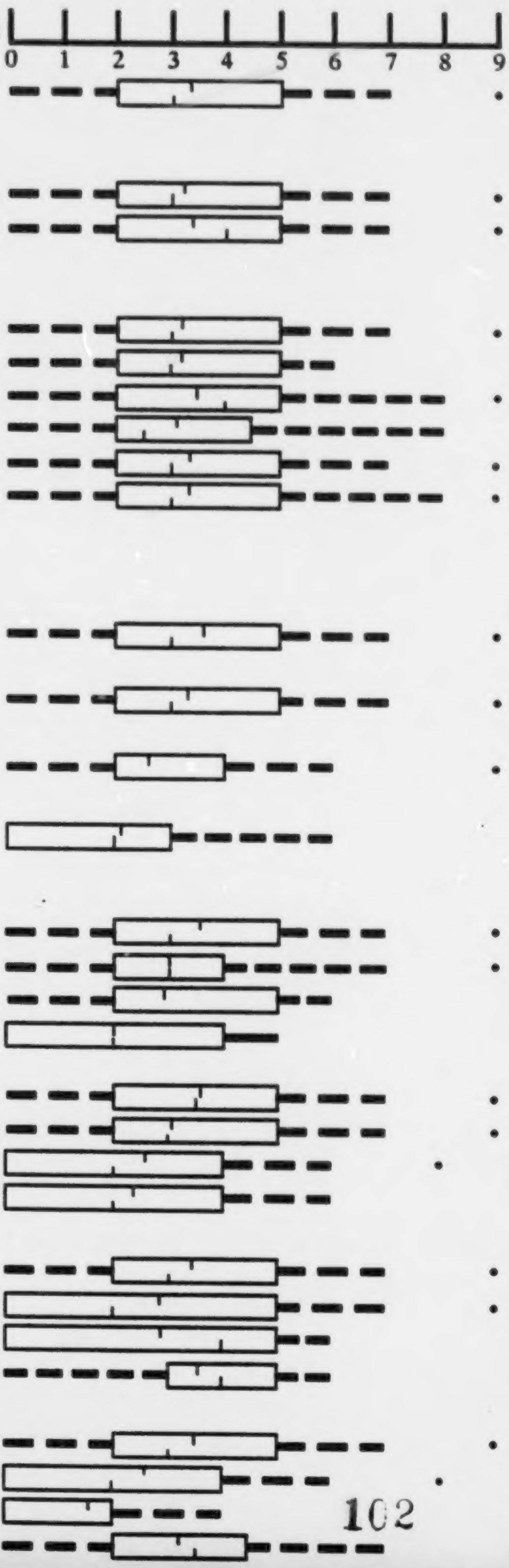
7th Grade
Social Support Scale



	Number in Sample	Median	Mean Score	Standard Deviation
Total:	1552	4.00	3.72	2.20
Sex:				
Female	859	4.00	3.78	2.22
Male	688	3.00	3.66	2.17
Ethnicity:				
Asian	307	4.00	3.69	2.28
Black	55	3.00	3.44	2.35
Latino/Hispanic	319	4.00	3.65	2.16
Native American	24	4.00	3.96	2.07
White	711	4.00	3.79	2.20
Other	96	3.50	3.61	2.11
Grades Received:				
Mostly As, As & Bs	837	4.00	3.84	2.14
Mostly Bs, Bs & Cs	416	4.00	3.82	2.20
Mostly Cs, Cs & Ds	225	3.00	3.36	2.26
Mostly Ds, Ds & Fs	58	2.00	2.83	2.60
Tobacco Use:				
Never	1235	4.00	3.88	2.14
Ever	259	3.00	3.22	2.24
Weekly	23	2.00	2.13	2.05
Daily	32	2.00	3.09	2.79
Alcohol Use:				
Never	857	4.00	3.99	2.12
Ever	641	3.00	3.44	2.23
Weekly	37	3.00	2.92	2.17
Daily	16	2.00	2.81	2.88
Marijuana Use:				
Never	1452	4.00	3.78	2.17
Ever	73	3.00	3.12	2.46
Weekly	16	2.00	2.75	2.57
Daily	6	1.00	1.50	1.76
Other Drug Use:				
Never	1282	4.00	3.82	2.17
Ever	227	4.00	3.32	2.20
Weekly	13	2.00	2.54	2.57
Daily	29	3.00	3.34	2.55

Figure 23

9th Grade
Social Support Scale

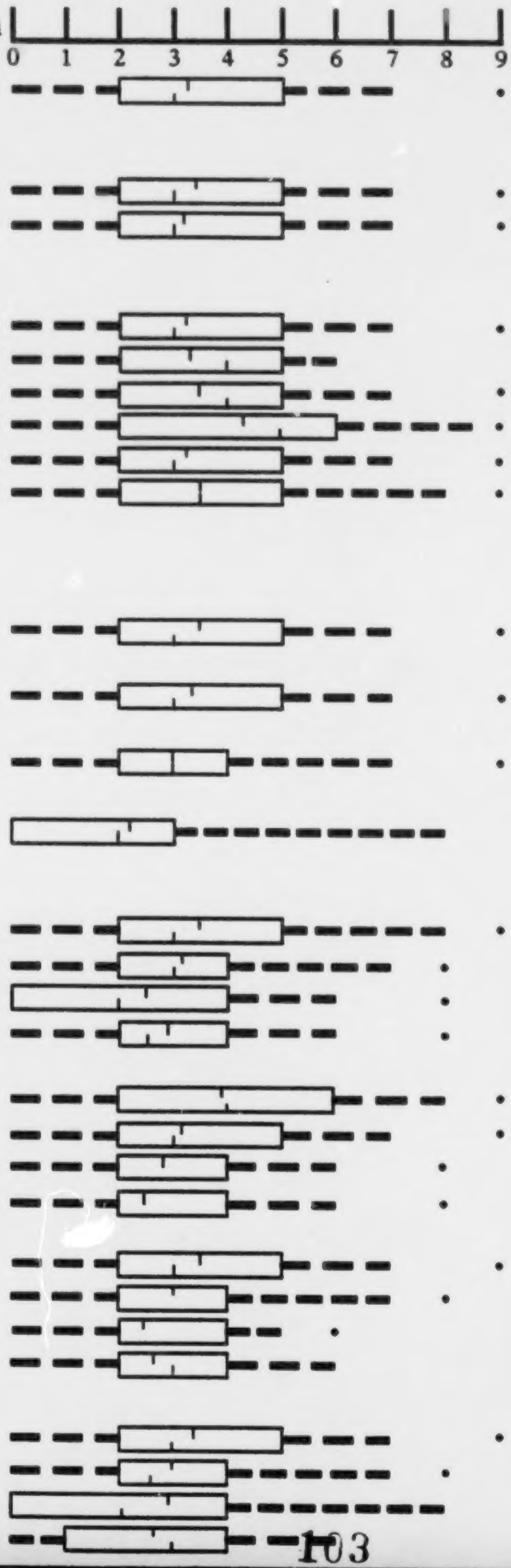


	Number in Sample	Median	Mean Score	Standard Deviation
Total:	1048	3.00	3.36	2.13
Sex:				
Female	544	3.00	3.23	2.15
Male	499	4.00	3.49	2.11
Ethnicity:				
Asian	275	3.00	3.25	2.25
Black	39	3.00	3.21	1.91
Latino/Hispanic	160	4.00	3.58	2.20
Native American	16	2.50	3.25	2.29
White	506	3.00	3.39	2.07
Other	31	3.00	3.39	2.30
Grades Received:				
Mostly As, As & Bs	519	3.00	3.63	2.14
Mostly Bs, Bs & Cs	366	3.00	3.34	2.09
Mostly Cs, Cs & Ds	132	2.00	2.66	1.98
Mostly Ds, Ds & Fs	17	2.00	2.18	2.07
Tobacco Use:				
Never	792	3.00	3.53	2.11
Ever	190	3.00	3.03	2.11
Weekly	14	2.00	2.86	2.14
Daily	49	2.00	2.06	2.02
Alcohol Use:				
Never	488	3.50	3.68	2.13
Ever	488	3.00	3.16	2.09
Weekly	61	2.00	2.64	2.13
Daily	10	2.00	2.40	2.12
Marijuana Use:				
Never	924	3.00	3.42	2.11
Ever	94	2.00	2.87	2.32
Weekly	15	4.00	2.87	2.33
Daily	9	4.00	3.67	1.73
Other Drug Use:				
Never	922	3.00	3.47	2.10
Ever	111	2.00	2.50	2.24
Weekly	5	2.00	1.60	1.67
Daily	8	3.50	3.38	2.13

Figure 24

11th Grade

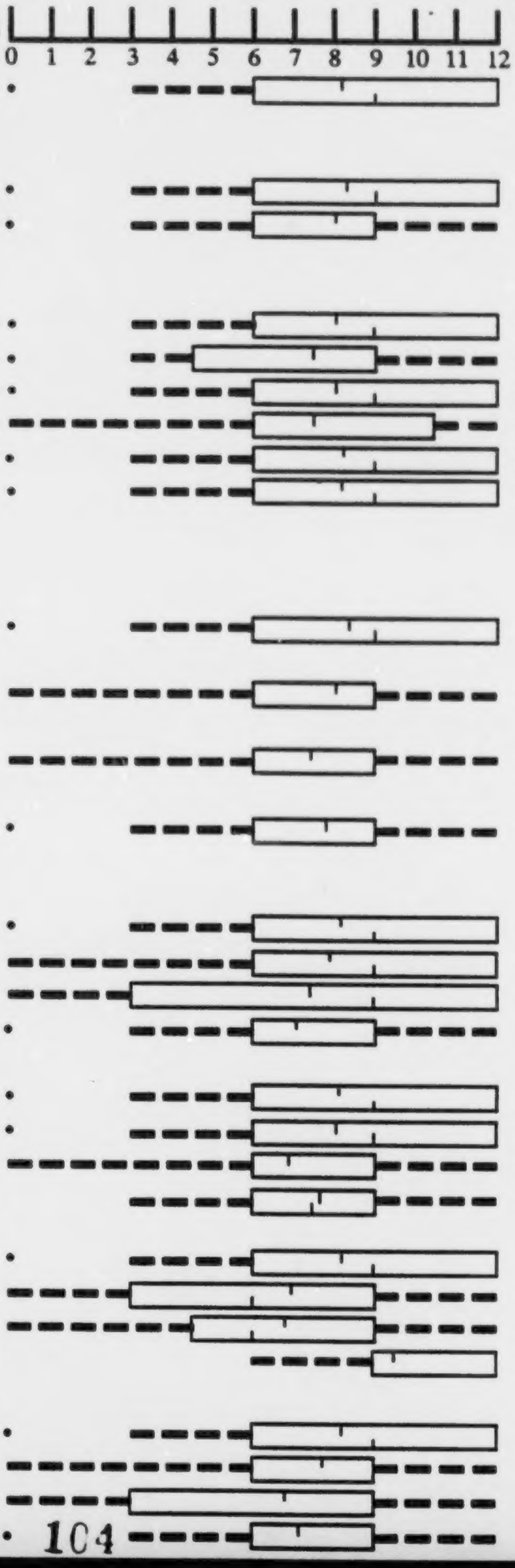
Social Support Scale



	Number in Sample	Median	Mean Score	Standard Deviation
Total:	1385	3.00	3.34	2.22
Sex:				
Female	683	3.00	3.47	2.16
Male	700	3.00	3.21	2.28
Ethnicity:				
Asian	286	3.00	3.33	2.36
Black	31	4.00	3.42	2.00
Latino/Hispanic	220	4.00	3.52	2.25
Native American	20	5.00	4.25	2.73
White	764	3.00	3.25	2.16
Other	34	3.50	3.50	2.40
Grades Received:				
Mostly As, As & Bs	523	3.00	3.49	2.22
Mostly Bs, Bs & Cs	576	3.00	3.39	2.19
Mostly Cs, Cs & Ds	248	3.00	3.02	2.27
Mostly Ds, Ds & Fs	29	2.00	2.34	2.22
Tobacco Use:				
Never	897	3.00	3.50	2.31
Ever	302	3.00	3.23	1.94
Weekly	50	2.00	2.44	2.15
Daily	134	2.50	2.90	2.16
Alcohol Use:				
Never	380	4.00	3.91	2.41
Ever	748	3.00	3.27	2.12
Weekly	226	2.00	2.73	2.03
Daily	30	2.00	2.53	2.03
Marijuana Use:				
Never	1052	3.00	3.49	2.27
Ever	250	2.00	3.00	2.04
Weekly	50	2.00	2.42	1.73
Daily	26	3.00	2.65	1.85
Other Drug Use:				
Never	1191	3.00	3.40	2.23
Ever	168	2.50	3.01	2.13
Weekly	18	2.00	2.72	2.35
Daily	8	3.00	2.75	2.12

Figure 25

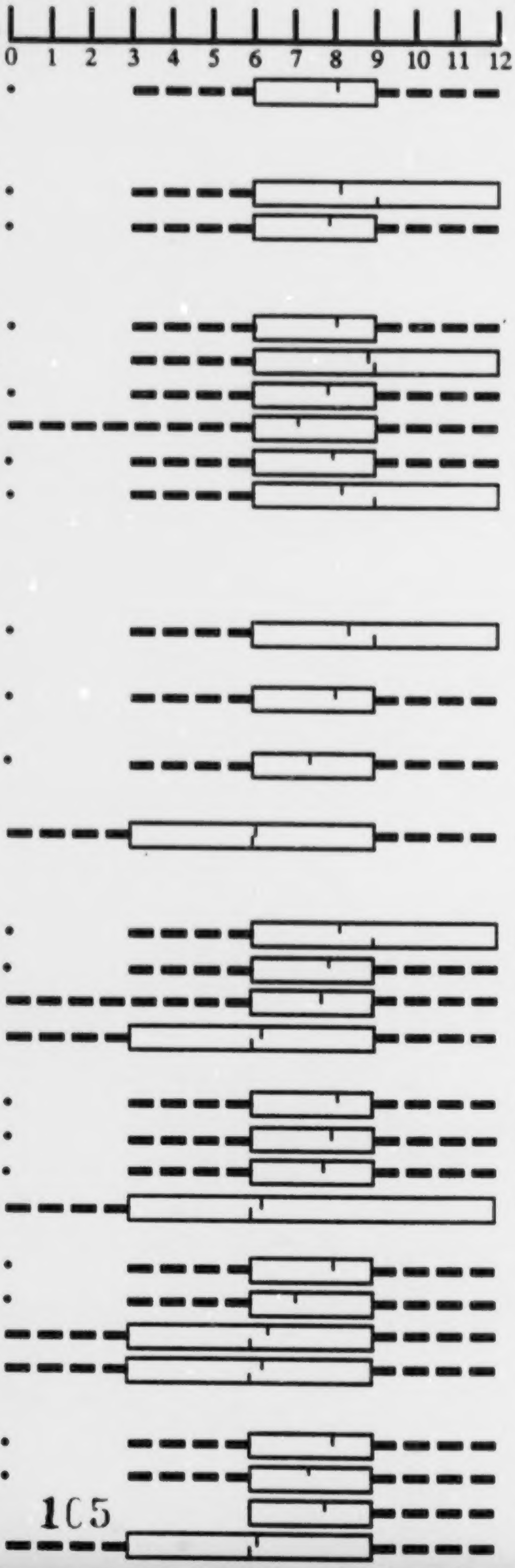
7th Grade
Drug Prevention Scale



	Number in Sample	Median	Mean Score	Standard Deviation
Total:	1562	9.00	8.18	3.18
Sex:				
Female	863	9.00	8.39	3.09
Male	694	9.00	7.91	3.27
Ethnicity:				
Asian	310	9.00	8.07	3.18
Black	56	9.00	7.50	3.38
Latino/Hispanic	323	9.00	8.07	3.26
Native American	24	6.00	7.50	3.54
White	714	9.00	8.35	3.06
Other	96	9.00	8.28	3.36
Grades Received:				
Mostly As, As & Bs	843	9.00	8.47	3.03
Mostly Bs, Bs & Cs	418	9.00	8.05	3.27
Mostly Cs, Cs & Ds	227	9.00	7.40	3.44
Mostly Ds, Ds & Fs	58	9.00	7.81	3.18
Tobacco Use:				
Never	1242	9.00	8.28	3.08
Ever	261	9.00	7.92	3.44
Weekly	23	9.00	7.43	4.13
Daily	33	6.00	7.18	3.51
Alcohol Use:				
Never	859	9.00	8.27	3.07
Ever	649	9.00	8.15	3.28
Weekly	37	6.00	6.89	3.93
Daily	16	7.50	7.69	2.89
Marijuana Use:				
Never	1461	9.00	8.26	3.13
Ever	74	6.00	7.01	3.73
Weekly	16	6.00	6.75	3.55
Daily	6	9.00	9.50	2.26
Other Drug Use:				
Never	1290	9.00	8.29	3.15
Ever	228	9.00	7.75	3.32
Weekly	14	9.00	6.86	3.42
Daily	29	9.00	7.24	3.16

Figure 26

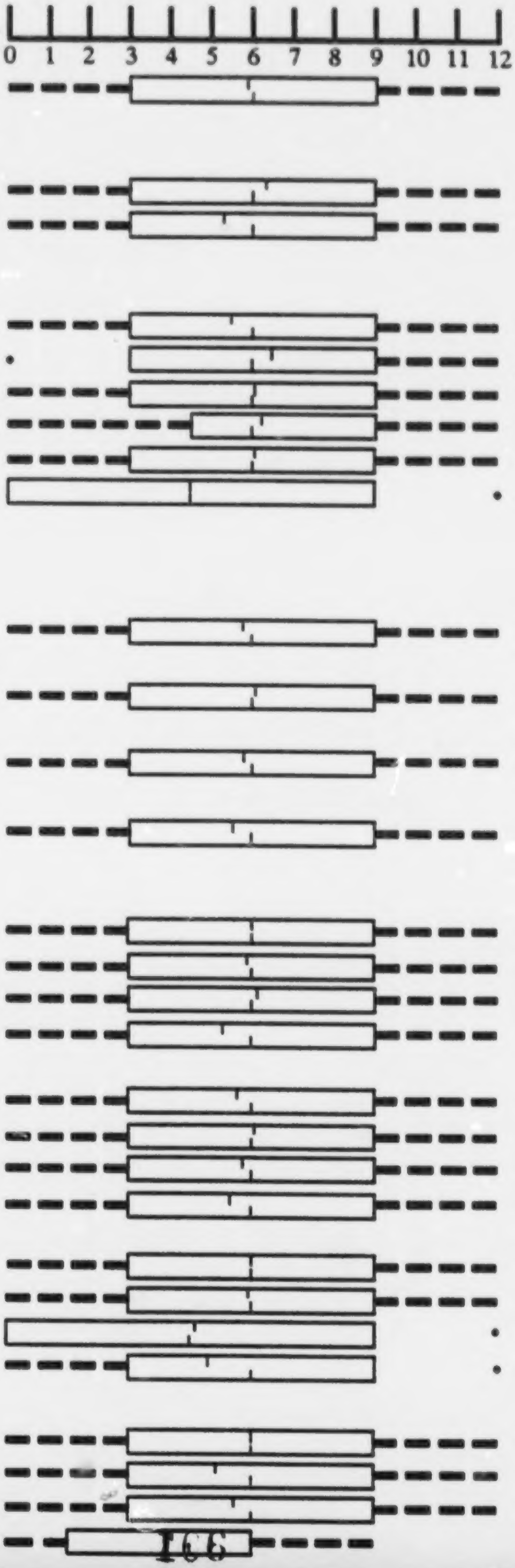
9th Grade
Drug Prevention Scale



	Number in Sample	Median	Mean Score	Standard Deviation
Total:	1057	9.00	8.02	3.06
Sex:				
Female	550	9.00	8.20	3.01
Male	502	9.00	7.83	3.11
Ethnicity:				
Asian	276	9.00	8.21	2.92
Black	39	9.00	8.77	2.79
Latino/Hispanic	162	9.00	7.81	3.18
Native American	16	6.00	7.13	2.66
White	512	9.00	8.00	3.10
Other	31	9.00	8.32	3.26
Grades Received:				
Mostly As, As & Bs	520	9.00	8.22	2.98
Mostly Bs, Bs & Cs	370	9.00	8.05	3.08
Mostly Cs, Cs & Ds	135	9.00	7.40	3.17
Mostly Ds, Ds & Fs	18	6.00	6.17	3.33
Tobacco Use:				
Never	798	9.00	8.15	3.03
Ever	192	9.00	7.92	3.03
Weekly	14	9.00	7.71	3.05
Daily	50	6.00	6.30	3.22
Alcohol Use:				
Never	489	9.00	8.12	3.00
Ever	495	9.00	8.01	3.03
Weekly	62	9.00	7.74	3.42
Daily	10	6.00	6.30	4.35
Marijuana Use:				
Never	932	9.00	8.15	3.02
Ever	94	6.00	7.28	3.09
Weekly	15	6.00	6.40	3.56
Daily	10	6.00	6.30	3.59
Other Drug Use:				
Never	930	9.00	8.10	3.06
Ever	111	9.00	7.51	3.00
Weekly	5	6.00	7.80	2.68
Daily	9	6.00	6.33	3.81

Figure 27

11th Grade
Drug Prevention Scale



	Number in Sample	Median	Mean Score	Standard Deviation
Total:	1396	6.00	5.94	3.60
Sex:				
Female	687	6.00	6.40	3.45
Male	707	6.00	5.49	3.68
Ethnicity:				
Asian	289	6.00	5.50	3.62
Black	32	6.00	6.47	3.24
Latino/Hispanic	225	6.00	6.08	3.74
Native American	20	6.00	6.30	3.36
White	766	6.00	6.08	3.56
Other	34	4.50	4.50	3.71
Grades Received:				
Mostly As, As & Bs	524	6.00	5.78	3.62
Mostly Bs, Bs & Cs	581	6.00	6.15	3.53
Mostly Cs, Cs & Ds	252	6.00	5.79	3.67
Mostly Ds, Ds & Fs	29	6.00	5.59	3.74
Tobacco Use:				
Never	905	6.00	6.01	3.59
Ever	303	6.00	5.92	3.63
Weekly	52	6.00	6.23	3.56
Daily	134	6.00	5.37	3.55
Alcohol Use:				
Never	384	6.00	5.68	3.62
Ever	751	6.00	6.12	3.57
Weekly	230	6.00	5.83	3.61
Daily	30	6.00	5.50	3.79
Marijuana Use:				
Never	1061	6.00	6.02	3.59
Ever	252	6.00	5.93	3.51
Weekly	50	4.50	4.68	3.89
Daily	26	6.00	4.96	3.59
Other Drug Use:				
Never	1201	6.00	6.06	3.58
Ever	169	6.00	5.20	3.62
Weekly	18	6.00	5.67	3.70
Daily	8	4.50	4.13	3.18

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VIII. TECHNICAL APPENDIX

TECHNICAL APPENDIX

Reliability and Validity

The usefulness of any survey depends to a great extent on two primary considerations: the reliability of the data collected and the validity of the inferences drawn from the data. Each of these considerations involves complex interactions of a variety of issues and potential threats, especially for surveys involving sensitive subject matter. Various strategies are available for promoting as well as evaluating reliability and validity for surveys in general and for drug surveys in particular.

Reliability

Reliability is the freedom of the surveyed students' responses from extraneous random influences. High reliability suggests that whatever is being measured is done so accurately, while low reliability constrains the validity of any inferences one might make from the data. Factors that reduce reliability include non-standardized administration conditions, unclear or ambiguous questions, and careless or random responses. To enhance reliability, the following strategies are appropriate.

1. Select or develop questions carefully, and review and pilot test questions for clarity as well as for age and population appropriateness of language and cognitive demands.

2. Ensure that standardized administration conditions are carefully developed and that survey administrators are properly instructed and motivated.

3. Motivate respondents to answer questions carefully by developing interest in the survey.

5. Provide scannable booklets which contain clear and explicit instructions, are easy to use, and do not require transfer of responses to a separate answer sheet.

6. Check for and adjust or eliminate inconsistent responses.

7. Check for likely random or dishonest responses and eliminate any student's entire data record which appears to contain randomly generated or dishonest responses.

Degree of reliability can be estimated by comparing responses to related items or items within scales (internal consistency reliability estimates, e.g., Cronbach's coefficient alpha), or by comparing responses by the same students to the same items on two different administrations of the survey instrument (test-retest reliability estimates). In local surveys, resources usually are not available to conduct second administrations on even a subset of students. At the same time, the requirement of student anonymity effectively rules out this technique. Internal consistency estimates are therefore more typically employed. Graham and colleagues (1984) have demonstrated that coefficient alpha performs reasonably well in relation to test-retest estimates for student drug surveys, and that in general self reports of drug use based on carefully constructed and administered instruments can have adequate reliability.

Validity

Validity refers to the appropriateness and meaningfulness of the inferences and conclusions drawn from the survey results. Reliability is a necessary but insufficient condition for validity. In other words, an unreliable instrument cannot yield valid inferences while a reliable instrument may or may not yield valid inferences depending on other factors.

Measurement-related validity issues. One important component of validity is accurate and representative **content**. This requires that items are written and evaluated carefully to ensure that they are asking clearly for the information intended. For drug use questions appropriate names familiar to student users (street names) must be listed along with the scientific terms. Expert review of item content and clarity is the recommended strategy for promoting content-related validity. Student interviews during pilot testing also are recommended to help identify content misunderstandings.

Construct-related validity is especially relevant in forming scale scores across collections of similar items. This is usually done to develop variables (constructs) which may predict, explain, or summarize drug use. Use of existing items and scales which have been validated in other similar studies is one way to promote construct-related validity. Many statistical and psychometric techniques are available to explore a given scale's construct-related validity, including correlation coefficients, internal consistency analyses, and factor analyses.

Criterion-related evidence of the validity of self-reported drug use is sometimes considered. For example, studies of adolescent smoking have shown that self-reports substantially underestimate chemical nicotine test indications (see, e.g., Evans, et al., 1977; Grabowski and Bell, 1983; Pechacek, et. al., 1984), especially within younger age groups.

Chemical validity criteria are not commonly employed in drug surveys, however, because these tests are (1) usually only sensitive to drug use in the immediate past, or, for nicotine, highly dependent on long term buildup, (2) expensive to perform, and (3) more difficult to obtain informed consent for. Instead, other strategies must be employed to encourage students to respond honestly and to identify dishonest responses. Honest responding can be encouraged by developing students' interest in the survey and by convincing students that their responses are completely anonymous. Survey validity can be further increased by identifying those student responses which are likely to be dishonest and eliminating them from the analyses. There are three primary strategies to employ: (1) include a question at the end asking if all questions were answered honestly, (2) include a fictitious drug in the list of drugs queried, and (3) identify responses that are so extreme they can be considered obvious exaggerations. The first strategy is likely to identify under-reporters, while the second and third strategies are more likely to identify over-reporters.

Sampling-related validity issues. For practical and logistical reasons, surveys almost always are conducted on a sample of the population of interest, rather than on the full population. To the extent that the students responding are not representative of the population of interest, the validity of the inferences made to the population will be reduced. Representativeness of the group surveyed depends primarily on three factors: (1) the method by which the sample is drawn, (2) the size of the sample, and (3) the differences between those selected who elect to participate versus those who do not participate.

Sampling validity can be improved by employing rigorous scientific methods to sample across intact groups of respondents, e.g., districts, schools, classrooms. Cluster and multistage sampling theory, including sampling units with probability proportionate to size (pps sampling) provide methods for estimating and accommodating grouping effects, thereby balancing sampling concerns with practical logistics and freeing resources for relatively larger samples (see, e.g., Cochran, 1977; Jaeger, 1984).

The students who actually complete a survey almost always are a subset of the selected sample. Some parents refuse consent, some students refuse to take the survey, and some students are absent on the day of the survey administration. Both parent and student consent rates can be improved by adequately emphasizing the importance of the survey and the anonymity of a student's participation. Further, the parental consent rate can be greatly improved by using passive rather than active consent methods. Passive methods involve asking a parent to return a negative response card if they do not want their child to participate, while active methods involve asking a parent to sign and return a permission form if they do want their child to participate. A number of researchers have demonstrated that active response requirements yield both unacceptably low consent rates, together with under representation of important ethnic, socioeconomic, and risk related subgroups (Kearney, et. al., 1983; Lueptow, 1977; and Severson, 1983). Ellickson and Hawes (1989) compared active versus passive consent methods, finding carefully executed passive methods justifiable because "nonresponse to passive consent typically reflected conscious parental approval, (while) nonresponse to active consent generally signified latent consent, not a deliberate refusal."

Johnston and colleagues (1987) have found that those students most likely to be absent on a given day show slightly higher prevalence across a number of drug types. They discuss a method whereby students are asked about the number of recent absences, and then responses of students with the most absences are overweighted slightly to make up for those who are absent. Because the differences are small and stable over time, however, they do not feel that this technique is worthwhile.

Sampling Error Estimation Methods

Conventional sampling error occurs in every survey sample due to uncertainty about the representativeness of a given sample; in simple random samples such error generally declines with sample size. Additional, design-related sampling error occurs in the Santa Clara County survey samples because of the use of cluster samples, and (in the case of the seventh, ninth and eleventh grade samples) multi-staged samples. Sampling clusters (i.e., in this case, schools) rather than individuals results in fewer independent selections in the sample; the amount of design-related error in cluster samples is contingent on several factors.

Greater differences between cluster means and overall means (i.e., school means) result in greater amounts of sampling error. The more homogenous (or similar) the sampled clusters are, the greater the error. Finally, selecting relatively more clusters for the sample results in less sampling error (Henry, 1990). Because these conditions vary for each survey item, each population estimate has a unique amount of sampling error. Moreover, the results of each specific analysis (such as correlation and crosstabulation) also have unique levels of error.

Accurately estimating sampling error for this type of sample design involves complex calculations. Error estimates for this study were calculated using the Survey Data Analysis (SUDAAN) computer program developed by Research Triangle. The SUDAAN program uses widely-known Taylor series linearizations to estimate sampling variability. The Taylor method is briefly described in Henry (1990) and Cochran (1977).

The Taylor method requires the selection of more than one unit from each stratum. Since the CADPE sample was constrained in many instances to the selection of one school per district, geographically proximate districts were combined when necessary to satisfy this requirement. Sudman (1976) states that this procedure is likely to bias error estimates slightly upward, meaning that the error rates reported here may be slightly inflated. Additionally, the errors presented here are based on the assumption that sampling proceeded with replacement, that is, assuming that sampled schools were returned to the sampling frame after being selected. However, Kish and Frankel (1970) note that standard errors calculated using simplified assumptions generally yield good approximations.

Caution should be exercised in evaluating the estimates of sampling error for this survey. The calculations of error performed by the SUDAAN program (or any other means of calculating error rates) assume independent random selection of respondents. Since this condition has been violated through the self-selection of survey participants (both schools and individuals) described above, **the sampling error figures presented here are only suggestive of the amounts of error that might have been associated with a truly random sample, such as that originally planned for the survey.** Furthermore, inferences cannot be made about the entire county, since the sample excludes several districts.

IX. APPENDICES

APPENDIX A

Forms A and B

DRUG, ALCOHOL, AND TOBACCO EDUCATION

AWARENESS AND PREVENTION SURVEY

The Drug, Alcohol, and Tobacco Education (D.A.T.E.) Awareness and Prevention Survey is a study of students conducted by Far West Laboratory for Educational Research and Development. The questions on this form ask about you, your neighborhood, your family, your friends, and your school. Your answers will help us understand the problems and needs of students in our schools.

All your answers will be kept strictly private, and will never be seen by your teachers or by anyone else who knows you. Only the researchers from Far West Laboratory will see your answers. Do not put your name anywhere on the questionnaire. If this study is to be helpful, it is important that you answer each question as thoughtfully and honestly as possible.

When you are finished, please remain seated until all students are finished. At that time you should bring your questionnaire to the front of the room and place it in the Far West Laboratory envelope that is provided. The last student will seal the envelope.

INSTRUCTIONS

1. Do not write your name anywhere on this questionnaire.
2. Read each question and fill in the circle that is most correct for you. If you are unsure about the answer, leave the question blank. This is not a test, so there are no right or wrong answers.
3. If there is any question that you or your parents would object to, you may leave it blank.
4. We realize there are many questions, so please work as quickly as you can.
5. Your answers will be read automatically by a machine. Please follow these instructions carefully:
    - Use only the black lead pencil you have been given.
    - Make heavy black marks inside the circles.
    - Erase cleanly any answer you wish to change.
    - Make no other markings on the page.

YOU MAY BEGIN THE SURVEY.

Far West
LABORATORY
San Francisco, CA

■○○○■■○■■■■■○○○○○○○○○○○○ 04017

DO NOT MARK IN THIS AREA

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Form A

We'd like to start by asking you to describe who you are. Please darken the circle next to the choice that is correct for you.

1. **How old are you?**

○ 9 ○ 10 ○ 11 ○ 12 ○ 13

2. **What are you?**

○ Girl ○ Boy

3. **What grade are you in?**

○ 4th ○ 5th ○ 6th

4. **What language do you usually speak at home?**

○ English ○ Spanish ○ Chinese
○ Vietnamese ○ Korean ○ Other

5. **Which of the following BEST describes your background?**

○ Black
○ Filipino
○ Indochinese (Vietnamese, Cambodian, Laotian)
○ Other Asian or Pacific Islander
○ Native American
○ Latino/Hispanic (Mexican, Central or South American)
○ White
○ Other

6. **What grades do you usually make?**

○ Mostly As ○ Mostly Cs
○ Mostly As and Bs ○ Mostly Cs and Ds
○ Mostly Bs ○ Mostly Ds
○ Mostly Bs and Cs ○ Mostly Ds and Fs

We'd like to know what it is like in your neighborhood. Please darken the circle that best describes you and your neighborhood.

7. **Kids in my neighborhood belong to gangs.**

○ many
○ some
○ few
○ none
○ don't know

8. **I wish I could move out of my neighborhood.**

○ Yes ○ No

9. **My neighborhood is a safe place for kids most of the time.**

○ Yes ○ No

10. **It is easy for someone my age to get beer, win or liquor in my neighborhood.**

○ Yes ○ No

11. **I have seen people selling drugs in my neighborhood.**

○ often ○ sometimes ○ occasionally ○ never

12. **I have seen people using drugs in my neighborhood.**

○ often ○ sometimes ○ occasionally ○ never

13. **In my neighborhood, there are events that are planned for kids where drugs and alcohol are not allowed.**

○ often
○ sometimes
○ occasionally
○ never
○ don't know

14. **In my neighborhood, kids my age have parties where they drink alcohol.**

○ often
○ sometimes
○ occasionally
○ never
○ don't know

These statements are about you and your family.

15. **I would get into trouble at home if my family thought I was smoking cigarettes or chewing tobacco.**

○ definitely true ○ mostly true ○ mostly false ○ definitely false

16. **I would get into trouble at home if my family thought I was drinking alcohol.**

○ definitely true ○ mostly true ○ mostly false ○ definitely false

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04017 ○○○○○○○○○○○○■■■■■○■■○○○■

DO NOT MARK IN THIS AREA

17. I would get into trouble at home if my family thought I was using illegal drugs.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

18. My family has clear rules about what I can do and what I cannot do.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

19. I can stay up as late as I want, even on school nights.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

20. Lately, I have been worried about someone in my family smoking cigarettes or chewing tobacco.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

21. Lately, I have been worried about someone in my family using alcohol or other drugs.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

22. My family expects me to go to college.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

23. My family makes sure that I get the help I need to succeed in school.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

24. My family does things together.

○ often ○ sometimes ○ occasionally ○ never

25. My family and I discuss things like TV shows, movies, books, current events, or school.

○ often ○ sometimes ○ occasionally ○ never

These statements are about you and your friends.

26. Kids I hang out with smoke cigarettes or chew tobacco.

- ○ often
- ○ sometimes
- ○ occasionally
- ○ never
- ○ don't know

27. Kids I hang out with drink alcohol.

- ○ often
- ○ sometimes
- ○ occasionally
- ○ never
- ○ don't know

28. Kids I hang out with use illegal drugs.

- ○ often
- ○ sometimes
- ○ occasionally
- ○ never
- ○ don't know

29. My friends try to get me to break the rules.

○ often ○ sometimes ○ occasionally ○ never

30. I say "no" to my friends if they try to get me to break the rules.

○ often ○ sometimes ○ occasionally ○ never

31. I trust a friend more than I trust my family.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

04017 ○○○○○○○○○○○○■■■■■○■■○○○■

DO NOT MARK IN THIS AREA

These statements are about what you would do if you needed advice.

32. When I need to talk about an important question or problem, I...

go to an adult in my home.

○ Yes ○ No ○ Sometimes

go to a teacher or other adult at school.

○ Yes ○ No ○ Sometimes

go to another adult outside home or school.

○ Yes ○ No ○ Sometimes

go to a friend my own age.

○ Yes ○ No ○ Sometimes

solve it all by myself.

○ Yes ○ No ○ Sometimes

These statements are about you and your school.

33. On a typical day, kids get drunk or high while at my school.

- ○ many
- ○ some
- ○ few
- ○ none
- ○ don't know

34. Kids get recognized for their accomplishments in my school.

○ many ○ some ○ few ○ none

35. School rules about drinking and using drugs are clearly explained to students.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

36. My teachers work hard to get all students to do their best.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

37. I wish I could go to a different school.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

38. At my school, students get to help make decisions.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

39. At my school, all students can participate in clubs, sports, or other activities.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

40. I am sure that I will finish high school.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

41. I am sure that I will go to college.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

42. I feel safe at school.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

43. At my school, students from different racial and cultural backgrounds get along well.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

Turn To Next Page ⟶

44. At my school, all students who get caught breaking the rules receive the same treatment.

○ Yes ○ No

45. I get into trouble at school.

○ often ○ sometimes ○ occasionally ○ never

46. Kids at my school get into fights.

○ often ○ sometimes ○ occasionally ○ never

47. Kids at my school belong to gangs.

○ many
○ some
○ few
○ none
○ don't know

48. My teachers call my family or send notes home to let them know how I am doing at school.

○ often ○ sometimes ○ occasionally ○ never

49. My family attends school activities like Open House, plays, or parent meetings.

○ often ○ sometimes ○ occasionally ○ never

50. Adults from different backgrounds visit my school to share their customs.

○ often ○ sometimes ○ occasionally ○ never

51. I have changed schools three or more times in my life.

○ Yes ○ No

These statements ask for your opinions on kids your age using tobacco, alcohol, and other illegal drugs.

52. I think smoking once in a while is

○ extremely harmful ○ somewhat harmful ○ mainly harmless ○ completely harmless

53. I think smoking every day is

○ extremely harmful ○ somewhat harmful ○ mainly harmless ○ completely harmless

54. I think drinking once in a while is

○ extremely harmful ○ somewhat harmful ○ mainly harmless ○ completely harmless

55. I think drinking every day is

○ extremely harmful ○ somewhat harmful ○ mainly harmless ○ completely harmless

56. I think using marijuana once in a while is

○ extremely harmful ○ somewhat harmful ○ mainly harmless ○ completely harmless

57. I think using marijuana every day is

○ extremely harmful ○ somewhat harmful ○ mainly harmless ○ completely harmless

58. I think using other illegal drugs once in a while is

○ extremely harmful ○ somewhat harmful ○ mainly harmless ○ completely harmless

59. I think using other illegal drugs every day is

○ extremely harmful ○ somewhat harmful ○ mainly harmless ○ completely harmless

These next two questions are about the kinds of tobacco, alcohol, or other drug prevention classes or activities you've had in school or in your neighborhood.

60. Since last September, have you had any lessons in school about the dangers of tobacco, alcohol, or other drug use?

○ Yes ○ No

61. Have you ever been taught in school how to say "no" to people who try to get you into trouble?

○ Yes ○ No

This next section of this questionnaire deals with tobacco, alcohol, and other illegal drugs. Your honest answers in this section will help us learn about kids your age. We hope that you can answer all the questions, but if you find one which you feel you cannot answer honestly, we would prefer that you leave it blank.

62. Since last September, how many times did you USE these kinds of substances?

	never	once or twice	a few times	once a month	once a week	once a day	more than once a da
a. Tobacco (for example, cigarettes, chew, cigars, snuff)	○	○	○	○	○	○	○
b. Alcohol (for example, beer, wine, wine coolers, liquor)	○	○	○	○	○	○	○
c. Marijuana	○	○	○	○	○	○	○
d. Other illegal drugs	○	○	○	○	○	○	○

63. If you have ever used these substances, where did you usually GET them? Choose the one most usual place where you obtained each substance. If you never used the substance, mark "never used."

	never used	at school	at home	at friends' homes	othe place
a. Tobacco	○	○	○	○	○
b. Alcohol	○	○	○	○	○
c. Marijuana	○	○	○	○	○
d. Other illegal drugs	○	○	○	○	○

64. If you have used these substances, where did you USE them most often? Choose the one most usual place where you used each substance. If you have never used the substance, mark "never used."

	never used	at school	at home	at friends' homes	othe plac
a. Tobacco	○	○	○	○	○
b. Alcohol	○	○	○	○	○
c. Marijuana	○	○	○	○	○
d. Other illegal drugs	○	○	○	○	○

65. How old were you the first time you TRIED these substances?

	never tried	younger than 6	6	7	8	9	10	11	12
a. Tobacco	○	○	⑥	⑦	⑧	⑨	⑩	⑪	⑫
b. Alcohol	○	○	⑥	⑦	⑧	⑨	⑩	⑪	⑫
c. Marijuana	○	○	⑥	⑦	⑧	⑨	⑩	⑪	⑫
d. Other illegal drugs	○	○	⑥	⑦	⑧	⑨	⑩	⑪	⑫

66. In answering the questions, I was

○ honest on all of the questions
○ honest on most of the questions
○ not honest on a lot of the questions

Thank you for taking the time to answer these questions. Please close your booklet when you are finished, and remain seated. When your instructor tells you to do so, place your questionnaire in the Far West Laboratory envelope.

DRUG, ALCOHOL, AND TOBACCO EDUCATION

AWARENESS AND PREVENTION SURVEY

The Drug, Alcohol, and Tobacco Education (D.A.T.E.) Awareness and Prevention Survey is a study of students conducted by Far West Laboratory for Educational Research and Development. The questions on this form ask about you, your neighborhood, your family, your friends, and your school Your answers will help us understand the problems and needs of students in our schools.

All your answers will be kept strictly confidential, and will never be seen by your teachers or by anyone else who knows you. Only the researchers from Far West Laboratory will see your answers. Do not put your name anywhere on the questionnaire. If this study is to be helpful it is important that you answer each question as thoughtfully and honestly as possible.

When you are finished, please remain seated until all the students have finished. At that time you should bring your questionnaire to the front of the room and place it in the Far West Laboratory envelope that is provided. The last student will seal the envelope.

INSTRUCTIONS

1. Do not write your name anywhere on this questionnaire.
2. Read each question and fill in the circle that is most correct for you. If you are unsure about the answer, leave the question blank. This is not a test, so there are no right or wrong answers.
3. If there is any question that you or your parents would object to, you may leave it blank.
4. We realize there are many questions, so please work as quickly as you can.
5. Your answers will be read automatically by a machine. Please follow these instructions carefully:
    - Use only the black lead pencil you have been given.
    - Make heavy black marks inside the circles.
    - Erase cleanly any answer you wish to change.
    - Make no other markings on the page.

YOU MAY BEGIN THE SURVEY.

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San Francisco, CA

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Form B

We'd like to start by asking you to describe who you are. Please darken the circle next to the choice that is correct for you,

1. **How old are you?**

○ 11 ○ 12 ○ 13 ○ 14 ○ 15 ○ 16 ○ 17 ○ 18 ○ 19+

2. **What are you?**

○ Female ○ Male

3. **What grade are you in?**

○ 7th ○ 8th ○ 9th ○ 10th ○ 11th ○ 12th

4. **What language do you usually speak at home?**

○ English ○ Spanish ○ Chinese
○ Vietnamese ○ Korean ○ Other

5. **Which of the following BEST describes your background?**

○ Black
○ Filipino
○ Indochinese (Vietnamese, Cambodian, Laotian)
○ Other Asian or Pacific Islander
○ Native American
○ Latino/Hispanic (Mexican, Central or South American)
○ White
○ Other

6. **What grades do you usually make?**

○ Mostly As ○ Mostly Cs
○ Mostly As and Bs ○ Mostly Cs and Ds
○ Mostly Bs ○ Mostly Ds
○ Mostly Bs and Cs ○ Mostly Ds and Fs

We'd like to know what it is like in your neighborhood. Please darken the circle that best describes you and your neighborhood.

7. **Kids in my neighborhood belong to gangs.**

○ many
○ some
○ few
○ none
○ don't know

8. **I wish I could move out of my neighborhood.**

○ Yes ○ No

9. **My neighborhood is a safe place for kids most of the time.**

○ Yes ○ No

10. **It is easy for someone my age to get beer, wine or liquor in my neighborhood.**

○ Yes ○ No

11. **I have seen people selling drugs in my neighborhood.**

○ often ○ sometimes ○ occasionally ○ never

12. **I have seen people using drugs in my neighborhood.**

○ often ○ sometimes ○ occasionally ○ never

13. **In my neighborhood, there are events that are planned for kids where drugs and alcohol are not allowed.**

○ often
○ sometimes
○ occasionally
○ never
○ don't know

14. **In my neighborhood, kids my age have parties where they drink alcohol.**

○ often
○ sometimes
○ occasionally
○ never
○ don't know

These statements are about you and your family.

15. **I would get into trouble at home if my family thought I was smoking cigarettes or chewing tobacco.**

○ definitely true ○ mostly true ○ mostly false ○ definitely false

16. **I would get into trouble at home if my family thought I was drinking alcohol.**

○ definitely true ○ mostly true ○ mostly false ○ definitely false

17. I would get into trouble at home if my family thought I was using illegal drugs.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

18. My family has clear rules about what I can do and what I cannot do.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

19. I can stay up as late as I want, even on school nights.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

20. Lately, I have been worried about someone in my family smoking cigarettes or chewing tobacco.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

21. Lately, I have been worried about someone in my family using alcohol or other drugs.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

22. My family expects me to go to college.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

23. My family makes sure that I get the help I need to succeed in school.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

24. My family does things together.

○ often ○ sometimes ○ occasionally ○ never

25. My family and I discuss things like TV shows, movies, books, current events, or school.

○ often ○ sometimes ○ occasionally ○ never

These statements are about you and your friends.

26. Kids I hang out with smoke cigarettes or chew tobacco.

- ○ often
- ○ sometimes
- ○ occasionally
- ○ never
- ○ don't know

27. Kids I hang out with drink alcohol.

- ○ often
- ○ sometimes
- ○ occasionally
- ○ never
- ○ don't know

28. Kids I hang out with use illegal drugs.

- ○ often
- ○ sometimes
- ○ occasionally
- ○ never
- ○ don't know

29. My friends try to get me to break the rules.

○ often ○ sometimes ○ occasionally ○ never

30. I say "no" to my friends if they try to get me to break the rules.

○ often ○ sometimes ○ occasionally ○ never

31. I trust a friend more than I trust my family.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

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DO NOT MARK IN THIS AREA

These statements are about what you would do if you needed advice.

32. When I need to talk about an important question or problem, I...

go to an adult in my home.

○ Yes ○ No ○ Sometimes

go to a teacher or other adult at school.

○ Yes ○ No ○ Sometimes

go to another adult outside home or school.

○ Yes ○ No ○ Sometimes

go to a friend my own age.

○ Yes ○ No ○ Sometimes

solve it all by myself.

○ Yes ○ No ○ Sometimes

These statements are about you and your school.

33. On a typical day, kids get drunk or high while at my school.

○ many
○ some
○ few
○ none
○ don't know

34. Kids get recognized for their accomplishments at my school.

○ many ○ some ○ few ○ none

35. School rules about drinking and using drugs are clearly explained to students.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

36. My teachers work hard to get all students to do their best.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

37. I wish I could go to a different school.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

38. At my school, students get to help make decisions.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

39. At my school, all students can participate in clubs, sports, or other activities.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

40. I will finish high school.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

41. I will go to college.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

42. I feel safe at school.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

43. At my school, students from different racial and cultural backgrounds get along well.

○ definitely true ○ mostly true ○ mostly false ○ definitely false

44. At my school, all students who get caught breaking the rules receive the same treatment.

○ Yes ○ No

45. I get into trouble at school.

○ often ○ sometimes ○ occasionally ○ never

11860

DO NOT MARK IN THIS AREA

46. Kids at my school get into fights.

○ often ○ sometimes ○ occasionally ○ never

47. Kids at my school belong to gangs.

○ many
○ some
○ few
○ none
○ don't know

48. My teachers call my family or send notes home to let them know how I am doing at school.

○ often ○ sometimes ○ occasionally ○ never

49. My family attends school activities like Open House, plays, or parent meetings.

○ often ○ sometimes ○ occasionally ○ never

50. Adults from different backgrounds visit my school to share their customs.

○ often ○ sometimes ○ occasionally ○ never

51. I have changed schools four or more times in my life.

○ Yes ○ No

These statements ask for your opinions on kids your age using tobacco, alcohol, and other illegal drugs.

52. I think smoking once in a while is

○ extremely harmful ○ somewhat harmful ○ mainly harmless ○ completely harmless

53. I think smoking every day is

○ extremely harmful ○ somewhat harmful ○ mainly harmless ○ completely harmless

54. I think drinking once in a while is

○ extremely harmful ○ somewhat harmful ○ mainly harmless ○ completely harmless

55. I think drinking every day is

○ extremely harmful ○ somewhat harmful ○ mainly harmless ○ completely harmless

56. I think using marijuana once in a while is

○ extremely harmful ○ somewhat harmful ○ mainly harmless ○ completely harmless

57. I think using marijuana every day is

○ extremely harmful ○ somewhat harmful ○ mainly harmless ○ completely harmless

58. I think using other illegal drugs once in a while is

○ extremely harmful ○ somewhat harmful ○ mainly harmless ○ completely harmless

59. I think using other illegal drugs every day is

○ extremely harmful ○ somewhat harmful ○ mainly harmless ○ completely harmless

These next four questions are about the kinds of tobacco, alcohol, or other drug prevention classes or activities you've had in school or in your neighborhood.

60. Since last September, have you had any classes in school about the dangers of tobacco, alcohol or other drug use?

○ Yes ○ No

61. Have you ever had lessons in school in how to use "refusal skills" to avoid trouble?

○ Yes ○ No

Turn To Next Page ⟶

62. **Have you ever attended an assembly or other school event about tobacco, alcohol, or other drug use?**

○ Yes ○ No

63. **Have you ever gone to activities that tried to get kids not to use tobacco, alcohol, or other drugs such as clubs, support groups, or drug-free dances?**

○ Yes ○ No

This next section of this questionnaire deals with tobacco, alcohol, and other drug experiences. We still have a lot to learn about the actual experiences and attitudes of people your age. Your honest answers in this section will help us learn. We hope that you can answer all the questions, but if you find one which you feel you cannot answer honestly, we would prefer that you leave it blank.

64. **Since last September, how many times did you USE these kinds of substances?**

	never	once or twice	a few times	once a month	once a week	once a day	more than once a day
a. **Tobacco (cigarettes, chew, cigars, snuff)**	○	○	○	○	○	○	○
b. **Beer, wine, wine coolers**	○	○	○	○	○	○	○
c. **Liquor (whiskey, vodka, gin, rum)**	○	○	○	○	○	○	○
d. **Marijuana (grass, pot, hash, mota, buds)**	○	○	○	○	○	○	○
e. **Cocaine (crack, rock, base, hubba, white cloud)**	○	○	○	○	○	○	○
f. **Amphetamines (speed, crank, meth, uppers, ice)**	○	○	○	○	○	○	○
g. **Barbiturates, tranquilizers (downers, ludes, Valium, reds, yellows, Nembutal, Seconal)**	○	○	○	○	○	○	○
h. **Inhalants (glue, paint, rush, poppers, amyl nitrate, gasoline, white out)**	○	○	○	○	○	○	○
i. **Mushrooms, LSD (acid, hit, sheet, blotter)**	○	○	○	○	○	○	○
j. **PCP (angel dust, ozone, wack, blast, K.J.)**	○	○	○	○	○	○	○
k. **MDMA, MDA (ecstacy, XTC, adam)**	○	○	○	○	○	○	○
l. **Derbisol (D.B., derbs, dirt)**	○	○	○	○	○	○	○
m. **Heroin or other narcotics (smack, horse, morphine, stuff, fentanyl, Demerol, Percodan)**	○	○	○	○	○	○	○
n. **Steroids**	○	○	○	○	○	○	○

65. If you have ever used these substances, where did you usually GET them? Choose the one most usual place where you obtained each substance. If you never used the substance, mark "never used."

	never used	at home	at school	at friends' homes	other places
a. **Tobacco**	○	○	○	○	○
b. **Alcohol**	○	○	○	○	○
c. **Marijuana**	○	○	○	○	○
d. **Other illegal drugs**	○	○	○	○	○

66. If you have used these substances, where did you USE them most often? Choose the one most usual place where you used each substance. If you have never used the substance, mark "never used."

	never used	at home	at school	at friends' homes	other places
a. **Tobacco**	○	○	○	○	○
b. **Alcohol**	○	○	○	○	○
c. **Marijuana**	○	○	○	○	○
d. **Other illegal drugs**	○	○	○	○	○

67. How old were you the first time you TRIED these substances?

	never tried	younger than 6	6	7	8	9	10	11	12	13	14	15	16	17	18	19
a. **Tobacco (cigarettes, chew, cigars, snuff)**	○	○	⑥	⑦	⑧	⑨	⑩	⑪	⑫	⑬	⑭	⑮	⑯	⑰	⑱	⑲
b. **Beer, wine, wine coolers**	○	○	⑥	⑦	⑧	⑨	⑩	⑪	⑫	⑬	⑭	⑮	⑯	⑰	⑱	⑲
c. **Liquor (whiskey, vodka, gin, rum)**	○	○	⑥	⑦	⑧	⑨	⑩	⑪	⑫	⑬	⑭	⑮	⑯	⑰	⑱	⑲
d. **Marijuana (grass, pot, hash, mota, buds)**	○	○	⑥	⑦	⑧	⑨	⑩	⑪	⑫	⑬	⑭	⑮	⑯	⑰	⑱	⑲
e. **Cocaine (crack, rock, base, hubba, white cloud)**	○	○	⑥	⑦	⑧	⑨	⑩	⑪	⑫	⑬	⑭	⑮	⑯	⑰	⑱	⑲
f. **Amphetamines (speed, crank, meth, uppers)**	○	○	⑥	⑦	⑧	⑨	⑩	⑪	⑫	⑬	⑭	⑮	⑯	⑰	⑱	⑲
g. **Barbiturates, tranquilizers (downers, ludes, Valium, reds, yellows, Nembutal, Seconal)**	○	○	⑥	⑦	⑧	⑨	⑩	⑪	⑫	⑬	⑭	⑮	⑯	⑰	⑱	⑲
h. **Inhalants (glue, paint, rush, poppers, amyl nitrate, gasoline, white out)**	○	○	⑥	⑦	⑧	⑨	⑩	⑪	⑫	⑬	⑭	⑮	⑯	⑰	⑱	⑲
i. **Mushrooms, LSD (acid, hit, sheet, blotter)**	○	○	⑥	⑦	⑧	⑨	⑩	⑪	⑫	⑬	⑭	⑮	⑯	⑰	⑱	⑲
j. **PCP (angel dust, ozone, wack, blast, K.J.)**	○	○	⑥	⑦	⑧	⑨	⑩	⑪	⑫	⑬	⑭	⑮	⑯	⑰	⑱	⑲
k. **MDMA, MDA, (ecstacy, XTC, adam)**	○	○	⑥	⑦	⑧	⑨	⑩	⑪	⑫	⑬	⑭	⑮	⑯	⑰	⑱	⑲
l. **Derbisol (D.B., derbs, dirt)**	○	○	⑥	⑦	⑧	⑨	⑩	⑪	⑫	⑬	⑭	⑮	⑯	⑰	⑱	⑲
m. **Heroin or other narcotics (smack, horse, morphine, stuff, fentanyl, Demerol, Percodan)**	○	○	⑥	⑦	⑧	⑨	⑩	⑪	⑫	⑬	⑭	⑮	⑯	⑰	⑱	⑲
n. **Steroids**	○	○	⑥	⑦	⑧	⑨	⑩	⑪	⑫	⑬	⑭	⑮	⑯	⑰	⑱	⑲

68. In answering the questions, I was

○ honest on all of the questions
○ honest on most of the questions
○ not honest on a lot of the questions

Thank you for taking the time to answer these questions. Please close your booklet when you are finished, and remain seated. When your instructor tells you to do so, place your booklet in the Far West Laboratory envelope.

APPENDIX B

School Survey

D.A.T.E. SCHOOL INFORMATION SURVEY

This survey is designed to gather information about drug, alcohol and tobacco prevention activities at your school site. ***(In order to ensure complete answers, please designate a respondent to gather information from staff or ask at a staff meeting, if possible.)***

School Name ______________________________

School District ______________________________

Grades at this school site (please circle) 1 2 3 4 5 6 7 8 9 10 11 12

Size of School (student population enrolled) ________________

Please indicate which prevention curricula are in place in your school and the grades in which each is used:

Name of Curricula	**In place?** (yes, no, don't know)	**Grades**
Skills for Growing	Y N DK	4 5 6 7 8 9 10 11 12
Skills for Adolescence (Quest)	Y N DK	4 5 6 7 8 9 10 11 12
Here's Looking at You, 2000	Y N DK	4 5 6 7 8 9 10 11 12
D.A.R.E.	Y N DK	4 5 6 7 8 9 10 11 12
Growing Healthy	Y N DK	4 5 6 7 8 9 10 11 12
D.E.C.I.D.E.	Y N DK	4 5 6 7 8 9 10 11 12
TRIBES	Y N DK	4 5 6 7 8 9 10 11 12
Values & Choices	Y N DK	4 5 6 7 8 9 10 11 12
Other: ______________________________		4 5 6 7 8 9 10 11 12
Other: ______________________________		4 5 6 7 8 9 10 11 12
Information about tobacco, alcohol and other drugs is infused into other curricula (e.g. health, science)	Y N DK	4 5 6 7 8 9 10 11 12

Please indicate if any of these other programs or prevention related activities occurred in your school in the last school year: (please circle)

Name of Program/Activity	**In place last school year?** (yes, no, don't know)
Peer Counseling	Y N DK
Parenting Skills Training	Y N DK
Student Assistance Program	Y N DK
Child Study Team/ Student Study Team	Y N DK
After-School Drug-free "Alternative Activities" (e.g. walk-a-thon, drug-free dances, Friday Night Live)	Y N DK
Special Events/Assemblies during school on self-esteem, substance abuse, etc.	Y N DK
Other:____________________	
Other:____________________	

What community-based agencies or organizations, if any, does your school collaborate with to provide prevention or intervention services?

____

____

____

What problems and successes have you experienced in your school's health promotion and substance use prevention program?

____

____

____

____

____

____

____

APPENDIX C

Recruitment Letters

Serving People

Santa Clara County Office of Education

CENTRAL OFFICE:
100 Skyport Drive • San Jose, California 95115 • (408) 453-6500

Arthur Doornbos, Superintendent

Name
School District
Address

Dear Superintendent:

The Local Coordinating Committee (LCC) of the Comprehensive Drug, Alcohol and Tobacco Education Program (D.A.T.E.) has successfully guided the funding of several important countywide projects designed to bring together law enforcement professionals, educators, community leaders, parents and youth to combat substance abuse in our communities. As a part of this collaborative effort, and in response to an expressed need for more information about the extent of the substance abuse problem in Santa Clara County, the LCC has approved a survey of students throughout the county to be conducted every two years. The survey is primarily designed to provide helpful data about the factors that put students at risk for substance abuse. The survey data may be used to document need when applying for new grants. In addition, it should prove useful as districts develop and improve their current programs. We are asking for your assistance in this important effort.

Far West Laboratory for Educational Research and Development has been selected by the LCC to conduct the survey. Using scientific sampling techniques, they have selected certain schools within the county for survey administration. A number of schools in your district have been selected for the 1991 survey, subject to your approval. The names of these schools are listed in a separate attachment.

We are committed to making this survey fully confidential and anonymous. No names or other identifying information will be required. Participation is voluntary and dependent on the written permission of the parents. A letter will be sent to parents containing a permission slip to be returned to the school.

During the week of January 14, a staff member from Far West Laboratory will telephone you to answer any questions you might have about the survey. We ask that you sign the enclosed letters intended for principals in the schools selected within your district. The survey will be administered between April 15 and April 26, 1991. Early next fall survey results, aggregated for the whole county, will be provided to participating districts. Each district will receive a copy of their own district level data to disseminate as they wish. I hope you agree that this survey will be helpful in your tobacco, alcohol and drug prevention education effort. Thank you for your support.

Sincerely,

Arthur Doornbos
Santa Clara County Superintendent of Schools

cc: DATE Coordinators

Board of Education
Gloria Young, President • David R. Baker • George Green • Valerie Harrison • Norman Holland • Nancy Strausser • Scott L. Strickland
An Equal Opportunity Employer

Far West
LABORATORY

Name
School District
Address

Dear Superintendent:

Far West Laboratory for Educational Research and Development (FWL) has been selected to conduct an important survey for the Local Coordinating Committee (LCC) of the Comprehensive Drug, Alcohol and Tobacco Education Program in Santa Clara County. FWL is a San Francisco based educational research institution whose mission is to create and sustain improved learning and development opportunities for children, youth and adults. The survey we are conducting is designed to provide helpful data about the factors that put students at risk for substance abuse. Your district may use the survey data to document need when applying for new grants. In addition, the data should help districts to develop and improve their current programs. Enclosed you will find a letter from Arthur Doornbos indicating his support for the survey and requesting your cooperation.

We hope you agree that this is an important study and that you will assist us in obtaining support from the schools selected in your district for the survey. We have also enclosed letters from you to the principal of each selected school. We plan to include these letters together with a more detailed letter from us in a mailing to principals scheduled for mid-January.

During the week of January 14, Jane Sanborn, our field operations coordinator (415-565-3056), will telephone you to answer any questions you may have. If you would, please sign the letters indicating your support and return them to us by January 17 (we have enclosed a self-addressed, postage-paid envelope for your convenience). We look forward to working with you on this important project.

Thank you in advance for your cooperation.

Sincerely,

Norman A. Constantine
Project Director

Far West Laboratory for Educational Research and Development
730 Harrison Street San Francisco, CA 94107-1242 (415) 565-3000 FAX (415) 565-3012

Serving People

Santa Clara County Office of Education

CENTRAL OFFICE:
100 Skyport Drive • San Jose, California 95115 • (408) 453-6500

Arthur Doornbos, Superintendent

Principal Name
School
Address

Dear Principal:

I am writing to request your cooperation in an important student survey to be conducted throughout Santa Clara County between April 15 and 26, 1991. The Local Coordinating Committee of the Comprehensive Drug, Alcohol and Tobacco Education Program has contracted with Far West Laboratory for Educational Research and Development (FWL) to administer the study. Using scientific sampling techniques, FWL has selected the schools to be surveyed. Your school was among those chosen.

The survey is designed to provide helpful data about the factors that put students at risk for substance abuse. The survey data may be used to document our district's need when applying for new grants. In addition, it should prove useful as districts develop and improve their current programs. We are asking for your assistance in this important effort.

Sincerely,

Superintendent
School District

Board of Education
Gloria Young, President • David R. Baker • George Green • Valerie Harrison • Norman Holland • Nancy Strausser • Scott L. Strickland
An Equal Opportunity Employer

Far West
LABORATORY

Principal Name
School
Address

Dear Principal:

Far West Laboratory for Educational Research and Development (FWL) is conducting an important survey for the Local Coordinating Committee (LCC) of the Comprehensive Drug, Alcohol and Tobacco Education Program in Santa Clara County. FWL is a San Francisco based non-profit educational research institution whose mission is to create and sustain improved learning and development opportunities for children, youth and adults. The survey we are conducting is designed to provide helpful data about the factors that put students at risk for substance abuse. School districts will be able to use the survey data to document need when applying for new grants. In addition, the data should help districts to develop and improve current programs.

The survey will be conducted across grades 5, 7, 9 and 11 in selected schools and classrooms throughout Santa Clara County during the weeks of April 15 - April 26. Your school was among those selected for the survey using scientific sampling techniques. We are writing to request your participation.

If you will agree to participate, we would like you to identify a person to serve as the survey coordinator. The survey coordinator will be responsible for the activities listed below:

- Using standardized procedures, select classrooms for survey administration. Further details on random selection techniques within the selected grade levels will be provided.

- Work with you to identify the best date between April 15 and April 26 on which the survey will be administered.

- On March 18 (date to be confirmed), attend a training session held by the Santa Clara Office of Education during which the survey materials and procedures will be presented.

- During the week of March 18, mail materials to the parents of the selected students. The materials will include a letter explaining the survey, a permission slip that the parents must sign for their child to participate, and will include the name and address of the survey coordinator at your school.

- Arrange for the survey to be conducted in all selected classrooms on the designated survey day.

- Train other personnel in standardized survey administration procedures.

- Receive, distribute, collect, and return all survey materials to FWL.

We hope you agree that this is an important study and will assist us in conducting the survey in your school. Enclosed is a letter from your district superintendent in support of the survey, as well as a copy of the letter from Art Doornbos that was sent to every district superintendent indicating his support for the survey and requesting cooperation. We also have included a copy of the draft survey instrument which now is being pilot tested. During the week of February 11, Jane Sanborn, our field operations coordinator (415-365-3056), will telephone you to answer any questions you may have. If you would, please sign the approval form indicating your agreement to participate, identify a school survey coordinator, and return it to us by February 12.

We look forward to working with your school in conducting the survey. Thank you in advance for your cooperation.

Sincerely,

Norman A. Constantine, Ph.D.
Project Director

Serving People

Santa Clara County Office of Education

CENTRAL OFFICE:
100 Skyport Drive • San Jose, California 95115 • (408) 453-6500

Arthur Doornbos, Superintendent

Name
School District
Address

Dear Superintendent:

The Local Coordinating Committee (LCC) of the Comprehensive Drug, Alcohol and Tobacco Education Program (D.A.T.E.) has successfully guided the funding of several important countywide projects designed to bring together law enforcement professionals, educators, community leaders, parents and youth to combat substance abuse in our communities. As a part of this collaborative effort, and in response to an expressed need for more information about the extent of the substance abuse problem in Santa Clara County, the LCC has approved a survey of students throughout the county to be conducted every two years. The survey is primarily designed to provide helpful data about the factors that put students at risk for substance abuse. The survey data may be used to document need when applying for new grants. In addition, it should prove useful as districts develop and improve their current programs. We are asking for your assistance in this important effort.

Far West Laboratory for Educational Research and Development has been selected by the LCC to conduct the survey. Using scientific sampling techniques, they have selected certain schools within the county for survey administration. A number of schools in your district have been selected for the 1991 survey, subject to your approval. The names of these schools are listed in a separate attachment.

We are committed to making this survey fully confidential and anonymous. No names or other identifying information will be required. Participation is voluntary and dependent on the written permission of the parents. A letter will be sent to parents containing a permission slip to be returned to the school.

During the week of April 1, a staff member from Far West Laboratory will telephone you to answer any questions you might have about the survey. We ask that you sign the enclosed letters intended for principals in the schools selected within your district. The survey will be administered between May 1 and May 15, 1991. Early next fall survey results, aggregated for the whole county, will be provided to participating districts. Each district will receive a copy of their own district level data to disseminate as they wish. I hope you agree that this survey will be helpful in your tobacco, alcohol and drug prevention education effort. Thank you for your support.

Sincerely,

Arthur Doornbos
Santa Clara County Superintendent of Schools

cc: DATE Coordinators

Board of Education
Gloria Young, President • David R. Baker • George Green • Valerie Harrison • Norman Holland • Nancy Strausser • Scott L. Strickland
An Equal Opportunity Employer

Far West
LABORATORY

Name
School
Address

Dear Superintendent:

As you know, Far West Laboratory for Educational Research and Development is conducting a survey for the Local Coordinating Committee of the Comprehensive Drug, Alcohol, and Tobacco Education Program in Santa Clara County. In January, you gave your approval to Far West Laboratory to conduct the survey in some of the schools in your district. Unfortunately, not all of the selected schools are able to participate in the survey (see attachment).

It is critical to ensure a representative sample of students, therefore, we are recruiting new schools to replace those that have refused to participate. We hope you agree with this strategy and will sign the enclosed letters from you to the school principals.

Please sign the letters indicating your support and return them to us by **March 29** (we have enclosed a self-addressed, postage-paid envelope for your convenience). If you have any questions, please do not hesitate to call Jane Sanborn, our field operations coordinator, at (415)565-3056.

Thank you once again for your support and cooperation.

Sincerely,

Norman A. Constantine
Project Director

Far West Laboratory for Educational Research and Development
730 Harrison Street San Francisco, CA 94107-1242 (415) 565-3000 FAX (415) 565-3012

Far West
LABORATORY

Principal
School
Address

Dear Principal:

Far West Laboratory for Educational Research and Development (FWL) is conducting an important survey for the Local Coordinating Committee (LCC) of the Comprehensive Drug, Alcohol and Tobacco Education Program in Santa Clara County. FWL is a San Francisco based non-profit educational research institution whose mission is to create and sustain improved learning and development opportunities for children, youth and adults. The survey we are conducting is designed to provide helpful data about the factors that put students at risk for substance abuse. School districts will be able to use the survey data to document need when applying for new grants. In addition, the data should help districts to develop and improve current programs.

The survey will be conducted across grades 5, 7, 9 and 11 in selected schools and classrooms throughout Santa Clara County during the weeks of May 6 - May 17. Your school was among those selected for the survey using scientific sampling techniques. We are writing to request your participation.

If you will agree to participate, we would like you to identify a person to serve as the survey coordinator. The survey coordinator will be responsible for the activities listed below:

- Using standardized procedures, select classrooms for survey administration. Further details on random selection techniques within the selected grade levels will be provided.

- Work with you to identify the best date between May 6 and May 17 on which the survey will be administered.

Far West Laboratory for Educational Research and Development
730 Harrison Street San Francisco, CA 94107-1242 (415) 565-3000 FAX (415) 565-3012

- During the week of April 22 - 26, send the parent letters home with the students of the selected classes.

- Arrange for the survey to be conducted in all selected classrooms on the designated survey day.

- Train other personnel in standardized survey administration procedures.

- Receive, distribute, collect, and return all survey materials to FWL.

We hope you agree that this is an important study and will assist us in conducting the survey in your school. Enclosed is a letter from your district superintendent in support of the survey, as well as a copy of the letter from Art Doornbos that was sent to every district superintendent indicating his support for the survey and requesting cooperation. We also have included a copy of the survey instrument. During the week of April 8 - 12, Jane Sanborn, our field operations coordinator (415-565-3056), will telephone you to answer any questions you may have. If you would, please sign the approval form indicating your agreement to participate, identify a school survey coordinator, and return it to us by April 15.

We look forward to working with your school in conducting the survey. Thank you in advance for your cooperation.

Sincerely,

Norman A. Constantine, Ph.D.
Project Director

Far West
LABORATORY

PRINCIPAL'S APPROVAL FORM

SANTA CLARA COUNTY 1991 DATE SURVEY

I agree with the purpose of this survey and will allow Far West Laboratory to conduct the Santa Clara County Drug, Alcohol and Tobacco Education Survey in my school during the month of April, 1991. This survey will ask students questions about their attitudes and experiences, and will identify other risk factors related to substance abuse.

______________________________ ______________
(signature of principal) (date)

____
(name of school)

____
(name of school district)

I have assigned the person named below to serve as the survey coordinator.

______________________________ ______________
(name of survey coordinator) (title)

____
(telephone number)

Please mail this form to Far West Laboratory in the postage paid envelope provided.

Thank you for your support of this important project.

APPENDIX D

Parent Letters

DRUG, ALCOHOL, AND TOBACCO EDUCATION
AWARENESS AND PREVENTION SURVEY

April 3, 1991

Dear Parent:

I am writing to let you know about an important survey that will be administered in our school in approximately three weeks. This countywide survey is designed to provide information about the factors that may lead to the use of tobacco, alcohol and other drugs. This information will help our schools and communities develop and improve our prevention and health education programs.

The survey is being conducted for the Local Coordinating Committee of the Comprehensive Drug, Alcohol and Tobacco Education Program (D.A.T.E.) by Far West Laboratory for Educational Research and Development. Far West Laboratory has randomly selected schools within the county for survey administration.

THE SURVEY IS FULLY CONFIDENTIAL AND ANONYMOUS. No one at our school will ever see your child's completed questionnaire. No names or other identifying information are required. No one will be able to connect any individual student with his or her responses. Participation in the survey is voluntary. Your written permission is required before the survey will be administered to your child. *Please return the permission slip as soon as possible.*

We know that parents support our prevention efforts on behalf of the youth of our community and we hope you agree that this survey will provide helpful information. Countywide survey results will be provided to schools, parents and students early next fall. Thank you for your understanding and cooperation.

Sincerely,

Your School Principal

◇ ◇ ◇

RETURN THIS PERMISSION SLIP TO YOUR CHILD'S TEACHER BY ______________, 1991

My son/daughter ______________________________ in ______________________'s class
(Teacher's name)

[ ] **may** participate in the Awareness and Prevention Survey.
[ ] **may not** participate.

______________________ Date

______________________ Signature of parent or guardian

CUESTIONARIO PARA EL ENTENDIMIENTO EDUCATIVO Y PREVENCIÓN DE LAS DROGAS, ALCOHOL Y TABACO

3 Abril 1991

Estimados Padres:

Les escribo para avisarles de un cuestionario de importancia que se administrá en la escuela de su hijo/a en aproximadamente tres semanas. Este cuestionario, administrado en todo el condado, es diseñado para proveer información sobre los factores que pueden conducir al uso del tabaco, alcohol, y otras drogas. Los resultados del cuestionario ayudarán a las escuelas y comunidades desarrollar y mejorar los programas de prevención y de la educación de la salud.

El cuestionario se está llevando acabo para el Comité Coordinador Local del Programa Comprensivo de Educación sobre Drogas, Alcohol y Tabaco (D.A.T.E.) por el Laboratorio Far West para la Investigación y Desarrollo Educativo. El Laboratorio Far West ha seleccionado las escuelas en el condado en dónde se administrará el cuestionario.

EL CUESTIONARIO SERÁ COMPLETAMENTE CONFIDENCIAL Y ANÓNIMO. No se requiere nombres ni ninguna otra información. Nadie podrá identificar alumnos individuales con sus respuestas. La participación en el cuestionario es voluntario. Se requiere su permiso por escrito antes que se la administre el cuestionario a su hijo/a. Se les pedirá a los alumnos que completen el cuestionario durante una semana fijada en abril. En ese tiempo su hijo/a puede rehusar contestar cualquier pregunta sin tener que dar explicación. Una copia del cuestionario estará en la oficina escolar si la quieren revisar. Por favor regresen su permiso escrito lo mas pronto posible.

Sabemos que los padres apoyan nuestros esfuerzos preventivos para ayudar a los jovenes de nuestra comunidad, y esperamos que estén de acuerdo que el cuestionario proveerá información útil. Se les proveerá los resultados del cuestionario a las escuelas, los padres y alumnos, al principio del próximo otoño. Gracias por su comprensión y cooperación.

Sinceramente,

El Director Escolar

◊ ◊

REGRESE ESTE PERMISO A EL/LA MAESTRO/A DE SU HIJO/PARA ______________ 1991

Mi hijo/a ______________________________ en la clase de ______________________________

(Nombre del maestro/a)

[ ] **puede** participar en el Cuestionario de Prevención.

[ ] **no puede** participar.

______________________ ______________________________

Fecha Firma del padre o guardián

APPENDIX E

Pilot Materials

January 28, 1991

Focus Group Discussion

The following is designed to help guide focus group leaders in the pilot test of the SCDATE survey. Discussion is to immediately follow the survey administration. Students should be given a blank copy of the survey before discussion begins. Discussion will be led by LCC or FWL staff with 4 subgroups in the elementary grades and 2 subgroups (from a subset of the class) in the high school grades. Teachers will work with nonparticipants.

In the elementary grades the subgroups should divide the survey as follows:

Group 1: questions 1 - 13
Group 2: questions 14 - 30
Group 3: questions 31 - 49
Group 4: questions 50 - 56

In the high school grades, the subgroups should divide the survey as follows:

Group 1: questions 1 - 33
Group 2: questions 34 - 60

Discussion Questions

General questions about the survey:

1. How hard was the survey?
2. Do you believe that no one in your school will look at your survey? If not, what would work better?
3. Was the survey too long?
4. Were there any sections that made you feel uncomfortable?
5. Were there any parts that were hard to answer? Why were they hard?

Questions for each section:

1. Which questions were most confusing? Why?
2. Did any of the questions make you upset?
3. Were there any questions that you did not want to answer? Why?

Questions about selected items:

1. Are there any words that are hard to understand?
2. Do you understand the question?

SANTA CLARA COUNTY 1991
DRUG, ALCOHOL AND TOBACCO EDUCATION SURVEY
PILOT TEST FOCUS GROUPS

Discussion Questions

SCHOOL: ______________________________

GRADE: ____________________ DATE: ________________

LEADER: ____________________ SECTION: ______________

General questions about the survey:

1. How hard was the survey?

2. Do you believe that no one in your school will look at your survey? If not, what would work better?

3. Was the survey too long?

4. Were there any sections that made you feel uncomfortable?

5. Were there any parts that were hard to answer? Why were they hard?

Questions for the selected section (check which questions are to be covered):

1. Which questions were most confusing? Why?

2. Did any of the questions make you upset?

3. Were there any questions that you did not want to answer? Why?

Questions about selected items:

1. Are there any words that are hard to understand?

2. Do you understand the question?

LAST QUESTION:

Was the survey fun? Was the survey interesting?

APPENDIX F

Administration Instructions

1991 SANTA CLARA COUNTY
DRUG, ALCOHOL, AND TOBACCO EDUCATION
AWARENESS AND PREVENTION SURVEY

INSTRUCTIONS FOR SURVEY COORDINATORS

We very much appreciate your taking the time to thoroughly familiarize yourself with the nature of this study and what we would like you to do. As the survey coordinator you will play an important part in the success of this study. For us to obtain accurate results, students must consider the survey significant and worthwhile, and must be convinced of the absolute confidentiality of their responses. The manner in which the survey is conducted is very important in conveying this to the students.

Classroom Selection

Selecting the Class: Selecting the actual classes that will complete the survey depends on how large the sample size is for each grade level in your school. If the number of students to be surveyed is 100% of that grade level in your school, then all students in the grade level will be given the opportunity to complete the questionnaire. If the number of students to be surveyed is only 50% of that grade level in your school, then select approximately half the classes in that grade level. An entire class must be selected for survey administration, so it is better to increase the number of participating students in order to include the whole class. If the sample number is lower than 100%, classes should be selected by following this procedure:

1. Determine the percentage of sample students. For example, you may be sampling 75%, 50%, 30% or 25% of all students in that grade level.

2. Select the required course, such as English or U.S. History, to be surveyed.

3. Choose the participating classes from an alphabetical list of instructors for that course, (for example, every 2nd, 3rd, or 4th instructor, according to what percentage the sample size is).

4. Check that the total number of students in the selected classes is equal to or greater than the sample size. In many cases, the sample size will be all of the students in the grade level.

The classes of the selected instructors will participate in the survey. Here is an example: the Blue Bird Middle School has 400 seventh grade students. The sample size is 200, or 50% of the grade level. English is selected, so the survey coordinator for Blue Bird Elementary will choose every 2nd instructor from an alphabetical list of the seventh grade English instructors. If there are any questions concerning selection of the classes. please do not hesitate to call Jane Sanborn at Far West Laboratory (415-565-3056).

Selecting the Students: Care should be taken that the classes selected within the grade level do not reflect any pre-selection based on merit, intellectual or physical ability, cultural background, etc. Required courses, such as English, U.S. History, or Freshman Orientation for that grade level will best reflect the overall student population.

Setting Up the Survey Day

Scheduling: Please arrange to have the survey conducted on a single day during the last week of April. Further, whenever possible, all students across all grades should complete the survey during the same class period. This will decrease the likelihood that students who have already completed the survey will discuss it with students who complete it later. If it is not possible to arrange for all students to complete the survey during the same class period, please make sure that at least **all students in the same grade complete the survey during the same class period.** We recommend that students be surveyed in the morning. Following these procedures will greatly contribute to the success of the survey.

Setting: To minimize students' concerns that their confidentiality might be violated, the students should be placed in every other seat. Students not taking the survey should, if possible, have activities outside of the classroom (e.g., library, study hall).

Students: All students in attendance in the selected classes, and whose parents have given permission, will be asked to participate.

Time for Completing the Survey: It takes approximately 30 minutes to complete the survey form. Students should be given the full 30 minutes and reminded of the time five minutes before the end.

Survey Administrators: It is important that students feel assured that their answers are confidential. Therefore, the survey administrator(s) should remain in the room but should refrain from moving about the room, and when possible, remain seated. This will dispel student fears that their answers might be observed.

Parental Permission and Review

Parental Permission: Three weeks prior to the date targeted for survey administration, please send home with each child in the selected classrooms a copy of the letter provided by Far West Laboratory about the survey, with the permission slip for parents to send in if they do or do not want their child to participate. It is essential for the classroom teachers to create and maintain a checklist and to give the students repeated reminders to bring the permission slip back in. Parent response rates can be as high as 95% - if the teachers are willing to work with the students and encourage them to return the permission slips.

Parental Review: Please have a copy of the questionnaire available at the school (e.g., in your office, or with the school secretary) for parents to review. This copy can only be reviewed in the office; a parent cannot leave with a copy. Students should not be allowed to see the survey prior to administration.

Administration Day

Distribution and Collection of Materials: On the day chosen for survey administration, distribute the necessary quantity of questionnaires and pencils to the instructors. Please check beforehand to be sure that you have enough pencils and questionnaires for all the classes completing the questionnaire. A Far West Laboratory envelope has been provided in which to place the questionnaires, pencils and survey administration sheet. Students will use this same envelope to place their completed questionnaires. Students may keep the pencils they use. Two responsible students should be chosen from each class to bring the **sealed** envelope to your office to be prepared for mailing. **Do not allow anyone at your school to open the sealed envelope.**

Returning Materials to Far West Laboratory

On the same day the surveys are administered, please ship all completed and unused survey booklets, together with any extra pencils, the D.A.T.E. School Information Survey and Survey Administration Sheet to Far West Laboratory using the pre-addressed, prepaid label included.

Additional Information

Please feel free to call Jane Sanborn at Far West Laboratory, (415) 565-3056, if you have questions or would like more information.

Materials Needed for the Survey:

Questionnaires
Sharpened No. 2 pencils
Large Far West Laboratory envelope
Box or large envelope to return all of the surveys
Pre-addressed, stamped return label
Survey Coordinator Instructions
Survey Administration Instructions
Survey Administration Sheet
D.A.T.E. School Information Survey

SAMPLE SIZE FOR YOUR SCHOOL

Grade Level: ____________________ **Sample Size:** ____________

Grade Level: ____________________ **Sample Size:** ____________

Total number of students to be sampled in your school: __________

Thank you very much for your efforts to make this study a success.

1991 SANTA CLARA COUNTY DRUG, ALCOHOL, AND TOBACCO EDUCATION AWARENESS AND PREVENTION SURVEY

INSTRUCTIONS FOR SURVEY ADMINISTRATORS

Please read these instructions before the day of the survey.

We very much appreciate your taking the time to thoroughly familiarize yourself with the nature of this study and what we would like you to do. As a survey administrator you will play an important part in the success of this study by providing students with an environment that enhances the students' perceptions of privacy. For us to obtain accurate results, students must consider the survey significant and worthwhile, and must be convinced of the absolute confidentiality of their responses. The manner in which the survey is administered is very important in conveying this to the students.

Preparation for Survey Administration

Parental Permission: Three weeks before the survey administration date, send the parent letters home to the parents. Strongly encourage the students to return the permission slips immediately. Keep track of the permission slips on a checklist by indicating whether they may or may not respond to the survey. A second copy of the parent letter should be sent to the non-responding parents one week after the initial contact. Students whose parents do not return the permission slip may not participate in the survey. Parent response rates will vary considerably, but can be as high as 95% with constant reminders to the students.

Alternative Activities: Have an alternative activity for students who did not receive parental consent for participation. If possible, please schedule these activities outside the classroom, since privacy is a very important consideration for receiving accurate responses to the survey. Expect that 25% to 35% of the students in each class may not participate in the survey.

Activities for Students Who Finish Early: Although the survey takes approximately 30 minutes to complete, some students may finish in a much shorter time while others may need the entire period. Have a quiet, individual activity for students who finish early and discuss this activity before the survey is administered. More time should be allowed for the survey administration if necessary so that students do not feel that there is a time limit.

Survey Day

Students: All students in attendance in your class whose parents have given permission will be asked to participate.

Time: It takes approximately 30 minutes to complete the survey form. Students should be given the full 30 minutes or longer if they should need it.

Setting: To minimize students' concerns that their confidentiality might be violated, the students should be placed in every other seat. Students not taking the survey should, if possible, have activities outside of the classroom (e.g., library or study hall).

Survey Administrators: It is important that students feel assured that their answers are confidential. Therefore, the survey administrator(s) should remain in the room but should refrain from moving about the room, and when possible, remain seated. This will dispel student fears that their answers might be observed.

Survey Administrator Sheet: Please complete the Survey Administrator Sheet and place it in the Far West Lab envelope that will hold the completed surveys. Use a No. 2 pencil to fill in the circles. Complete this form before the survey begins.

Survey Administration

Seating: If possible, spread the students throughout the classroom so they cannot see other student's responses. If nonparticipating students will be in the classroom during the survey, position them so they will provide minimum distraction.

Activities: Discuss activities for nonparticipating students before the survey begins.

Pencils: Distribute the No. 2 pencils provided. Because the survey is designed to be scanned by computer, students may not use markers, pens, or colored pencils. Students may keep their pencils.

Questionnaires: Distribute the questionnaires to the participating students. Instruct the students not to open them until told to do so.

Questions: Encourage students to ask questions about the survey before the survey begins, and do not answer any questions about the content of the survey. Emphasize that this is not a test, and that the students should do their best on their own.

Confidentiality: To maintain confidentiality, staff and students should remain seated during the survey administration. When all the students have finished, they should place their questionnaires in the Far West Laboratory envelope. The last student should seal the envelope. Avoid touching the envelope until it is sealed. Two responsible students should be selected to bring the sealed envelope to the survey coordinator's office to prepare it for mailing back to Far West Laboratory. **The envelopes must not be opened by anyone at your school.**

Introducing the Survey: It is essential that all students understand the importance and purpose of the survey and that all students are introduced to the survey in the same way. Please read aloud the introduction and the instructions printed on the front page of the questionnaire.

INTRODUCTION

"The Drug, Alcohol, and Tobacco Education (D.A.T.E.) Awareness and Prevention survey is a study of students conducted by Far West Laboratory for Educational Research and Development. The questions on this form ask about you, your neighborhood, your family, your friends, and your school. Your answers will help us understand the problems and needs of students in our schools.

All your answers will be kept strictly private, and will never be seen by your teachers or by anyone else who knows you. Only the researchers from Far West Laboratory will see your answers. Do not put your name anywhere on the questionnaire. If this study is to be helpful, it is important that you answer each question as thoughtfully and honestly as possible.

When you are finished, please remain seated until all students are finished. At that time you should bring your questionnaire to the front of the room and place it in the Far West Laboratory envelope that is provided. The last student will seal the envelope.

INSTRUCTIONS

1. Do not write your name anywhere on this questionnaire.
2. Read each question and fill in the circle that is most correct for you. If you are unsure about the answer, leave the question blank. This is not a test, so there are no right or wrong answers.
3. If there is any question that you or your parents would object to, leave it blank.
4. We realize there are many questions, so please work as quickly as you can.
5. Your answers will be read automatically by a machine. Please follow these instructions carefully:
   - Use only the black lead pencil you have been given.
   - Make heavy black marks inside the circles.

(continued)

- Erase cleanly any answer you wish to change.
- Make no other markings on the page.

YOU MAY BEGIN THE SURVEY."

Ending the Survey Administration: Allow 30 to 40 minutes for survey completion. Be sure that the last student to complete the questionnaire seals the envelope. Choose two responsible students to bring the envelope to the survey coordinator's office.

Additional Information

Please feel free to call Jane Sanborn at Far West Laboratory, (415) 565-3056, if you have questions or would like more information.

Materials Needed for the Survey:

Questionnaires
Sharpened No. 2 pencils
Large Far West Laboratory envelope
Survey Administration Instructions
Survey Administrator Sheet

Thank you very much for your efforts to make this study a success.

IDENTIFICATION SHEET INSTRUCTIONS

To insure that the scanning and analysis procedures go smoothly and accurately, it is vital that you and all survey administrators complete the Identification Sheets. Although school level data will not be released, we must be able to differentiate between survey administration locations. These forms should be returned with the questionnaires to Far West Laboratory.

Building and Grade Identification Sheet

One green *Building and Grade Identification Sheet* (NCS Form No. 1732) is enclosed for each grade level in your school to whom you will distribute questionnaires. For each *Building and Grade Identification Sheet* enclosed, please enter in Box B, *Count*, the total number of questionnaires you distributed to teachers of the grade specified in Box C. The remaining boxes may be left blank.

Teacher Group Identification Sheet

There should be at least one brown *Teacher/Group Identification Sheet* (NCS Form No. 1136) for each teacher in your school who will administer the questionnaire. Please enter the teacher's last name followed by a space and then their first name or initial in the box labeled *Teacher/Group Name*. In the box labeled *Code*, please enter a unique ID number for each teacher. The easiest way to assign these ID numbers is in ascending order beginning with 0001. After you've written in the teacher names and codes, distribute these forms to the teachers with the questionnaires and ask them to bubble in their names and ID codes, and to complete the *Count*, *For Office Use Only*, and *Information Box* sections as described below.

- *Count*: Please enter the number of questionnaires completed.
- *For Office Use Only*: Please enter the number of students enrolled in the class at the time of the survey administration.
- *Information Box*: The *Level* item may be left blank, but all other items should be completed.

Note: Please fill in the leading zeros in the *Count*, *Code*, and *For Office Use Only* boxes. For example, if 22 students complete the survey in a class to whom you've assigned the code number 3, and that class has an enrollment of 29 students, the *Count* box would read 0022, the *Code* box would read 0003, and the *For Office Use Only* box would read 00029.

Thank you for your cooperation.

APPENDIX G

External Monitor Form

EXTERNAL MONITOR FORM

Name: ______________________________

Date: __________ Grade: __________

School: ______________________________

Time began: ______________ Time ended: ______________

Please circle the correct response.

1. Survey was administered by the: teacher survey coordinator counselor other

   Comments: ______________________________

2. Materials were distributed in standard fashion: yes no

   Comments: ______________________________

3. Instructions were read aloud by the survey administrator: yes no

   Comments: ______________________________

4. Students began the survey at the same time: yes no

   Comments: ______________________________

5. Non-participating students were occupied with quiet activities: yes no

   Comments: ______________________________

6. No students whose parents refused or did not respond were allowed to participate: yes no

   Comments: ______________________________

7. Survey administrator remained in the front of the classroom: yes no

   Comments: ______________________________

8. Students were able to complete the survey without distraction: yes no

   Comments: ______________________________

9. All students placed their completed questionnaires in the FWL envelope: yes no

   Comments: ______________________________

10. The last student to place his or her questionnaire in the envelope sealed the envelope: yes nc

    Comments: ______________________________

Continued on next page

Please note any questions students asked about the instructions, and while taking the survey.

Please note any deviations from standard administration and any additional comments in this section.

APPENDIX H

Scale Definitions

Scale Definitions

SCALE: Neighborhood Influences

RANGE OF POSSIBLE VALUES: 0 - 21
SCORING FORMULA: V7 + V8 + V9 + V10 + V11 + V12 + V14

VARIABLE	DESCRIPTION	VALUES
V7	Kids in my neighborhood belong to gangs	0=Many 1=Some 2=Few 3=None D=Don't know
V8	Wish I could move out of neighborhood	0=Yes 3=No
V9	Neighborhood is safe most of time	3=Yes 0=No
V10	Easy to get alcohol in my neighborhood	0=Yes 3=No
V11	Seen drugs being sold in neighborhood	0=Often 1=Sometimes 2=Occasionally 3=Never
V12	Seen drugs being used in neighborhood	0=Often 1=Sometimes 2=Occasionally 3=Never
V14	Kids have parties where alcohol used	0=Often 1=Sometimes 2=Occasionally 3=Never

Scale Definitions

SCALE: Family Influences

RANGE OF POSSIBLE VALUES: 0 - 36
SCORING FORMULA: V15 + V16 + V17 + V18 + V19 + V20 + V21 + V22 + V23 + V24 + V25 + V32A

VARIABLE	DESCRIPTION	VALUES
V15	Would get in trouble for using tobacco	3=Definitely true 2=Mostly true 1=Mostly false 0=Definitely false
V16	Would get in trouble for using alcohol	3=Definitely true 2=Mostly true 1=Mostly false 0=Definitely false
V17	Would get in trouble for using drugs	3=Definitely true 2=Mostly true 1=Mostly false 0=Definitely false
V18	Clear family rules about what I can do	3=Definitely true 2=Mostly true 1=Mostly false 0=Definitely false
V19	Stay up late as I want on school nights	0=Definitely true 1=Mostly true 2=Mostly false 3=Definitely false
V20	Worried about family member smoking	0=Definitely true 1=Mostly true 2=Mostly false 3=Definitely false

Scale Definitions

SCALE: Family Influences (continued)

VARIABLE	DESCRIPTION	VALUES
V21	Worried about family member drinking	0=Definitely true 1=Mostly true 2=Mostly false 3=Definitely false
V22	My family expects me to go to college	3=Definitely true 2=Mostly true 1=Mostly false 0=Definitely false
V23	Family ensures I get help in school	3=Definitely true 2=Mostly true 1=Mostly false 0=Definitely false
V24	My family does things together	3=Often 2=Sometimes 1=Occasionally 0=Never
V25	We discuss TV, books events, school	3=Often 2=Sometimes 1=Occasionally 0=Never
V32A	I discuss problems w/ an adult at home	3=Yes 2=Sometimes 0=No

Scale Definitions

SCALE: Influence of Friends

RANGE OF POSSIBLE VALUES: 0 - 18
SCORING FORMULA: V26 + V27 + V28 + V29 + V30 + V32D

VARIABLE	DESCRIPTION	VALUES
V26	I hang out with kids who use tobacco	0=Often 1=Sometimes 2=Occasionally 3=Never D=Don't know
V27	I hang out with kids who drink alcohol	0=Often 1=Sometimes 2=Occasionally 3=Never D=Don't know
V28	I hang out with kids use drugs	0=Often 1=Sometimes 2=Occasionally 3=Never D=Don't know
V29	Friends try to get me to break rules	0=Often 1=Sometimes 2=Occasionally 3=Never
V30	I say "no" if they try	3=Often 2=Sometimes 1=Occasionally 0=Never
V32D	I discuss problems w/ a friend my age	3=Yes 2=Sometimes 0=No

Scale Definitions

SCALE: School Influences

RANGE OF POSSIBLE VALUES: 0 - 57
SCORING FORMULA: V33 + V34 + V35 + V36 + V37 + V38 + V39 + V40
+ V41 + V42 + V43 + V44 + V45 + V46 + V47 + V48
+ V49 + V50 + V32B

VARIABLE	DESCRIPTION	VALUES
V33	Kids get drunk or high at my school	0=Many 1=Some 2=Few 3=None D=Don't know
V34	Accomplishments are recognized at school	3=Many 2=Some 1=Few 0=None
V35	School rules on drinking/drugs explained	3=Definitely true 2=Mostly true 1=Mostly false 0=Definitely false
V36	Teachers help all students do their best	3=Definitely true 2=Mostly true 1=Mostly false 0=Definitely false
V37	Wish I could go to a different school	0=Definitely true 1=Mostly true 2=Mostly false 3=Definitely false
V38	Students get to help make decisions	3=Definitely true 2=Mostly true 1=Mostly false 0=Definitely false

SCALE: School Influences (continued)

VARIABLE	DESCRIPTION	VALUES
V39	All students can take part in activities	3=Definitely true 2=Mostly true 1=Mostly false 0=Definitely false
V40	Sure that I will finish high school	3=Definitely true 2=Mostly true 1=Mostly false 0=Definitely false
V41	Sure that I will go to college	3=Definitely true 2=Mostly true 1=Mostly false 0=Definitely false
V42	I feel safe at school	3=Definitely true 2=Mostly true 1=Mostly false 0=Definitely false
V43	Different races get along well at school	3=Definitely true 2=Mostly true 1=Mostly false 0=Definitely false
V44	All get same treatment if break rules	3=Yes 0=No
V45	I get into trouble at school	0=Often 1=Sometimes 2=Occasionally 3=Never

Scale Definitions

SCALE: School Influences (continued)

VARIABLE	DESCRIPTION	VALUES
V46	Kids at my school get into fights	0=Often 1=Sometimes 2=Occasionally 3=Never
V47	Kids at my school belong to gangs	0=Most 1=Some 2=Few 3=None D=Don't know
V48	Teachers tell my family how I'm doing	3=Often 2=Sometimes 1=Occasionally 0=Never
V49	My family attends school activities	3=Often 2=Sometimes 1=Occasionally 0=Never
V50	Adults from other cultures share customs	3=Often 2=Sometimes 1=Occasionally 0=Never
V32B	I discuss problems w/ an adult at school	3=Yes 2=Sometimes 0=No

Scale Definitions

SCALE: Social Support (Grades 7, 9, and 11 only)

RANGE OF POSSIBLE VALUES: 0 - 9
SCORING FORMULA: V32A + V32B + V32C

VARIABLE	DESCRIPTION	VALUES
V32A	I discuss problems w/ an adult at home	3=Yes 2=Sometimes 0=No
V32B	I discuss problems w/ an adult at school	3=Yes 2=Sometimes 0=No
V32C	I discuss problems w/ another adult	3=Yes 2=Sometimes 0=No

Scale Definitions

SCALE: Attitudes Toward Drugs

RANGE OF POSSIBLE VALUES: 0 - 24
SCORING FORMULA: V52 + V53 + V54 + V55 + V56 + V57 + V58 + V59

VARIABLE	DESCRIPTION	VALUES
V52	Smoking once in a while is	3=Extremely harmful 2=Somewhat harmful 1=Mainly harmless 0=Completely harmless
V53	Smoking every day is	3=Extremely harmful 2=Somewhat harmful 1=Mainly harmless 0=Completely harmless
V54	Drinking once in a while is	3=Extremely harmful 2=Somewhat harmful 1=Mainly harmless 0=Completely harmless
V55	Drinking every day is	3=Extremely harmful 2=Somewhat harmful 1=Mainly harmless 0=Completely harmless
V56	Using marijuana once in a while is	3=Extremely harmful 2=Somewhat harmful 1=Mainly harmless 0=Completely harmless
V57	Using marijuana every day is	3=Extremely harmful 2=Somewhat harmful 1=Mainly harmless 0=Completely harmless

Scale Definitions

SCALE: Attitudes Toward Drugs (continued)

VARIABLE	DESCRIPTION	VALUES
V58	Occasional illegal drug use is	3=Extremely harmful 2=Somewhat harmful 1=Mainly harmless 0=Completely harmless
V59	Illegal drug use every day is	3=Extremely harmful 2=Somewhat harmful 1=Mainly harmless 0=Completely harmless

Scale Definitions

SCALE: Prevention Activities (Grades 7, 9, and 11 only)

RANGE OF POSSIBLE VALUES: 0 - 12
SCORING FORMULA: V60 + V61 + V62 + V63

VARIABLE	DESCRIPTION	VALUES
V60	Lessons in school about dangers of drugs	3=Yes 0=No
V61	I have been taught refusal skills	3=Yes 0=No
V62	I have attended assembly about drugs	3=Yes 0=No
V63	I have attended drug-free activities	3=Yes 0=No

APPENDIX I

Project Participants

PROJECT PARTICIPANTS

SCCOE Project Staff and Consultants

Cathleen Campbell
Jane Delgado
Andrea Lichter
Mary Alvord
Linda Bonin

FWL Project Staff and Consultants

Norm Constantine
Jane Sanborn
Mike Wrona
Ann Muench
Ralph Baker

Technical Consultants

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School Survey Coordinators

Alum Rock Union Elementary School District
Debra Bourque, Millard McCollam Elementary

Berryessa Union Elementary School District
Alice Merritt, Vinci Park Elementary
Ron Perez, Piedmont Middle

Cambrian Elementary School District
Richard Wendell, W.C. Sartorette Elementary

Campbell Union Elementary School District
Jim Bryan, Campbell Middle
Keith Creighton, Monroe Middle

East Side Union High School District
Carl Black, Santa Teresa High
Russ Cochiolo, Independence High

Evergreen Elementary School District
Jozie Autrey, Cedar Grove Elementary
Jennie Collett, O. B. Whaley Elementary
Marilyn Renteria, Quimby Oak Middle

Franklin-McKinley Elementary School District
John Delgado, Hillsdale Elementary
Cheryl Finkenbriner, Los Arboles Elementary
Alice Lopez, Sylvandale Middle

Fremont Union High School District
James Ehrenburg, Gene Reilly, Lynbrook High
Ethel Kopal, Homestead High

Gilroy Unified School District
Marsha Arnold, Gilroy H.S.
Sandra Bruemmer, El Roble Elementary
Jim Rogers, South Valley Jr. High

Los Gatos Union Elementary School District
Christine Jenkins, Raymond J. Fisher Middle

Los Gatos-Saratoga Joint Union High School District
Denney Dadz, Los Gatos High

Milpitas Unified
Joi Anderson, Curtner Elementary
Steve Mayer, Pearl Zanker Elementary
Charles Perotti, Thomas Russell Middle
Terry Queenan, Milpitas High

Moreland Elementary
Angel Chavez, Elvira Castro Middle
Joe DiSalvo, Leroy Anderson Elementary

Morgan Hill Unified
Kim Cowen, Encinal Elementary
Marilyn Handley, Burnett Elementary
Adrienne Medalie, Martin Murphy Middle
Delia Schizzano, Live Oak High

Mount Pleasant Elementary
Mary Tidwell, August Boeger Elementary
Jay Totter, Robert Sanders Elementary

Mountain View Elementary
Kale Alderson, Isaac Newton Graham Elementary
Kay Workman, Mariano Castro Elementary

San Jose Unified
Bruce Bondelie, Empire Gardens Elementary
Nancy Danziger, Rachel Carson Elementary
Elaine Farace, Peter Burnett Middle
Karen Hanson, Castillero Middle
Glenda Kessinger, Terrell Elementary
Barbara Lateer, Steinbeck Middle
Kathy Pottol, Schallenberger Elementary
John Shannon, Gunderson High
Greg Winslow, Allen Elementary

Santa Clara Unified
Lori Connolly, Westwood Elementary
Sherry Garvey, Bracher Elementary
Joseph Kornder, Marian Peterson Middle
Luvern Welykbolowa, C.W. Haman Elementary

Saratoga Union Elementary
Louise Klayman, Foothill Elementary
Gail Wasserman, Redwood School

Sunnyvale Elementary
Curtis Schneider, Sunnyvale Middle

Union School District
Bill Jackson, Dartmouth Middle
William Stanton, Lone Hill Elementary
Sam Walters, Oster Elementary